

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 2 Certificate and Diploma for
Proficiency in Dairy Industry Skills (QCF)**

First registration September 2011



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Authorised by Martin Stretton
Prepared by James Brown

Publications Code N029334

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Qualification titles covered by this specification

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

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 2 Certificate for Proficiency in Dairy Industry Skills (QCF)	600/2874/9	01/09/11
Edexcel Level 2 Diploma for Proficiency in Dairy Industry Skills (QCF)	600/2860/9	01/09/11

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 Section 96 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 Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), 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.

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

These qualifications:

- are nationally recognised
- are based on the Dairy National Occupational Standards (NOS). The NOS, assessment strategy and qualification structures are owned by Improve.

The Edexcel Level 2 Certificate and Diploma for Proficiency in Dairy Industry Skills (QCF) have been approved as components for the Food and Drink Apprenticeship framework, Dairy pathway.

What is the purpose of these qualifications?

These qualifications are designed for learners who are working in a range of dairy roles in both automated and craft production companies. They offer learners the opportunity to develop skills and knowledge required to prove competence at work. They will also suit learners competent at core activities, looking to expand their existing skills, perhaps to support multi-skilling or to develop into a specialist area such as quality assurance.

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 qualification(s).

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

The flexible choice of units makes the qualifications suitable for those in production roles, or those carrying out dairy support operations such as packaging, testing and quality assurance.

There are underpinning knowledge units relevant for all learners working in a dairy company.

The Common Operations units are key activities that are carried out in a range of food and drink sectors.

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

- Dairy production operative
- Quality assurance operative (dairy)
- Dairy production equipment technician
- Sales/service support assistant (dairy).

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

Learners may progress to level 3 qualifications in the sector, such as the Edexcel Level 3 Award, Certificate or Diploma for Proficiency in Food Manufacturing Excellence (QCF) and the Edexcel Level 3 Award, Certificate or Diploma for Proficiency in Food Industry Skills (QCF).

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Certificate for Proficiency in Dairy 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 two unit groups:

- Dairy Industry Skills – Mandatory Group A – a minimum of 21 credits
- Dairy Industry Knowledge – Optional Group B – it is not mandatory to take any units from Group B 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.

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
1	M/503/0128	Receive and offload bulk liquids in food manufacture	2	2
2	T/503/0129	Understand how to receive and offload bulk liquids in food manufacture	2	2
3	Y/503/0267	Control processing to produce milk/cream	2	2
4	L/503/0265	Understand how to process liquid milk	2	2
5	H/503/0272	Understand how to produce cream	2	2
6	H/503/0269	Control processing to produce dried milk powder	2	2
7	K/503/0273	Understand how to produce dried milk powder	2	2
8	M/503/0274	Understand how to produce dried whey powder	2	2
9	A/503/0276	Control processing to produce butter	2	2
10	T/503/0275	Understand how to produce butter	2	2
11	F/503/0277	Understand how to produce mixed fat spreads	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
12	J/503/0278	Control processing to produce ice cream	2	2
13	L/503/0282	Understand how to produce ice cream	2	2
14	F/503/0280	Control processing to produce fermented dairy products	2	2
15	L/503/0279	Understand how to produce fermented dairy products	2	2
16	J/503/0281	Control processing to produce cheese	3	2
17	R/503/0283	Understand how to produce cheese	3	2
18	K/503/0287	Prepare starter cultures in dairy processing	2	2
19	H/503/0286	Understand how to prepare starter cultures in dairy processing	2	2
20	T/503/0292	Organise and monitor manual operations in dairy processing	4	3
21	M/503/0288	Understand how to organise and monitor manual operations in dairy processing	4	3
22	M/503/0291	Produce curds and whey	3	2
23	K/503/0290	Understand how to produce curds and whey	2	2
24	T/503/0289	Mill curds	1	2
25	F/503/0294	Understand how to mill curds	1	2
26	J/503/0295	Salt and mould curds	1	2
27	L/503/0296	Understand how to salt and mould curds	1	2
28	R/503/0297	Carry out cheese pressing operations	1	2
29	D/503/0299	Understand how to carry out cheese pressing operations	1	2
30	Y/503/0298	Carry out cheese piercing operations	1	2
31	J/503/0300	Understand how to carry out cheese piercing operations	1	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
32	D/503/0285	Grade cheese	3	3
33	Y/503/0284	Understand how to grade cheese	3	3
34	R/503/0302	Carry out cheese extrusion operations	1	2
35	L/503/0301	Understand how to carry out cheese extrusion operations	1	2
36	K/503/0306	Carry out cheese smoking operations	1	2
37	M/503/0307	Understand how to carry out cheese smoking operations	1	2
38	D/503/0304	Carry out cheese waxing operations	2	2
39	Y/503/0303	Understand how to carry out cheese waxing operations	1	2
40	A/503/0309	Bandage cheese	1	2
41	T/503/0308	Understand how to bandage cheese	1	2
42	Y/602/1708	Monitor and maintain storage conditions in food operations	3	3
43	H/601/5247	Contribute to the effectiveness of food retail operations	2	2
44	K/601/5248	Understand how to contribute to the effectiveness of food retail operations	2	2
45	L/601/8305	Sell food products in a retail environment	2	2
46	R/601/8306	Understand how to sell food products in a retail environment	3	2
47	D/601/5280	Maximise sales in a food retail environment	4	3
48	R/601/5292	Understand how to maximise sales of food products in a retail environment	3	3
49	D/602/4576	Serve on a specialist food retail counter	2	2
50	H/602/4577	Understand how to serve on a specialist food counter	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
51	D/601/8311	Carry out sampling for quality control in food operations	2	3
52	H/601/8312	Understand how to carry out sampling for quality control in food operations	3	3
53	L/502/7365	Carry out testing for quality control in food operations	3	3
54	K/502/7406	Understand how to carry out tests for quality control in food operations	2	3
55	F/601/8303	Monitor food hygiene standards using rapid test methods in operations	3	2
56	J/601/8304	Understand how to monitor food hygiene standards using rapid test methods in operations	2	2
57	T/601/8301	Lift and handle materials safely in food operations	2	2
58	A/601/8302	Understand how to lift and handle materials safely in food operations	2	2
59	A/601/2919	Contribute to environmental safety in food operations	2	2
60	M/601/2920	Understand how to contribute to environmental safety in food operations	2	2
61	H/602/1713	Maintain, promote and improve environmental good practice in food operations	2	3
62	K/602/1714	Understand how to monitor and improve environmental good practice in food operations	3	3
63	T/601/2921	Contribute to the maintenance of plant and equipment in food operations	3	2
64	A/601/2922	Understand how to contribute to the maintenance of plant and equipment in food operations	3	2
65	A/601/4623	Store goods and materials in food operations	3	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
66	F/601/4624	Understand how to store and organise goods and materials in food operations	4	2
67	J/601/4625	Supply materials for production in food operations	3	2
68	L/601/4626	Understand how to supply materials for production in food operations	3	2
69	A/601/8297	Produce product packs in food operations	3	2
70	F/601/8298	Understand how to produce product packs in food operations	3	2
71	R/601/4627	Pack orders for despatch in food operations	1	2
72	Y/601/4628	Understand how to pack orders for despatch in food operations	1	2
73	D/502/7449	Palletise and wrap products in food operations	3	2
74	R/502/7450	Understand how to palletise and wrap products in food operations	2	2
75	M/602/1715	Prepare orders for despatch in food operations	3	2
76	M/602/1696	Understand how to prepare orders for despatch in food operations	3	2
77	K/502/7468	Control manual size reduction in food manufacture	2	2
78	H/502/7470	Understand how to control manual size reduction in food manufacture	3	2
79	R/601/4613	Control slicing in food manufacture	3	2
80	H/601/8309	Carry out product changeovers in food manufacture	2	2
81	Y/601/8310	Understand how to carry out product changeovers in food manufacture	2	2
82	Y/601/2944	Contribute to problem diagnosis in food manufacture	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
83	D/601/2945	Understand how to contribute to problem diagnosis in food manufacture	2	2
84	T/602/1702	Control weighing in food manufacture	2	2
85	H/502/7467	Shut down plant and equipment in food manufacture	2	2
86	M/502/7469	Understand how to shut down plant and equipment in food manufacture	2	2
87	Y/601/4631	Control temperature reduction in food manufacture	3	2
88	H/601/2946	Contribute to problem resolution in food manufacture	3	2
89	K/601/2947	Understand how to contribute to problem resolution in food manufacture	2	2
90	D/601/4632	Control wrapping in food manufacture	3	2
91	Y/601/4614	Understand how to control processes in food manufacture	4	2
92	T/601/4653	Slice and bag individual food products	2	2
93	R/601/4658	Understand how to slice and bag individual food products	2	2
94	L/503/0136	Weigh/measure ingredients manually in food manufacture	2	2
95	M/503/0159	Understand how to weigh/measure ingredients manually in food manufacture	2	2
96	H/503/0160	Mix/blend ingredients manually in food manufacture	2	2
97	K/503/0161	Understand how to mix/blend ingredients manually in food manufacture	2	2
98	T/503/0163	Wrap products manually in food manufacture	1	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
99	J/503/0166	Understand how to wrap products manually in food manufacture	2	2
100	R/503/0168	Operate manual dispensers in food manufacture	2	2
101	Y/503/0172	Understand how to operate manual dispensers in food manufacture	2	2
102	D/503/0173	Control container filling in food manufacture	2	2
103	L/601/2925	Contribute to sustainable practice in food operations	2	2
104	R/601/2926	Understand how to contribute to sustainable practice in food operations	2	2
105	K/601/5184	Carry out disinfection in food operations	2	2
106	T/601/5186	Understand how to carry out disinfection in food operations	2	2
107	M/601/4666	Control washing and drying machinery in food operations	3	2
108	T/601/4670	Understand how to control washing and drying machinery in food operations	2	2
109	T/602/0632	Sharpen cutting tools for use in food operations	2	2
110	F/602/0634	Understand how to sharpen cutting tools for use in food operations	2	2
111	J/601/8299	Control hygiene cleaning in food operations	3	2
112	M/601/8300	Understand how to control hygiene cleaning in food operations	3	2
113	L/602/0636	Deal effectively with waste in food operations	2	2
114	R/602/0637	Understand how to deal effectively with waste in food operations	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
115	T/602/0646	Monitor and control waste disposal in food operations	3	3
116	M/602/4517	Understand how to monitor and control waste disposal in food operations	3	3
117	T/602/4518	Monitor and control the recovery and separation of by-products and waste disposal in food operations	2	3
118	J/602/0649	Understand how to monitor and control the recovery and separation of by-products in food operations	3	3
119	H/601/2896	Work effectively with others in food operations	2	2
120	K/601/2897	Understand how to work effectively with others in food operations	2	2
121	T/601/2899	Maintain product quality in food operations	2	2
122	H/601/2901	Understand how to maintain product quality in food operations	2	2
123	H/601/2929	Contribute to continuous improvement for achieving excellence in food operations	3	2
124	Y/601/2930	Understand how to contribute to continuous improvement for achieving excellence in food operations	2	2
125	T/601/8315	Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations	2	2
126	A/601/8316	Carry out task hand-over procedures in food manufacture	2	2
127	F/601/8317	Understand how to carry out task hand-over procedures in food manufacture	1	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
128	K/601/2902	Maintain workplace food safety standards in operations	2	2
129	M/601/2903	Understand how to maintain workplace food safety standards in operations	2	2
130	M/601/2917	Maintain workplace health and safety in food operations	2	2
131	T/601/2918	Understand how to maintain workplace health and safety in food operations	2	2
132	K/601/8313	Clean in place (CIP) plant and equipment in food operations	3	2
133	M/601/8314	Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations	2	2

Optional Group B – Dairy Industry Knowledge				
Unit number	Unit reference	Unit title	Credit	Level
134	T/503/0311	Principles of heat treatment in dairy processing	2	2
135	L/503/0315	Principles of producing butter and mixed fat spreads	2	3
136	H/503/0305	Principles of ice cream production	2	3
137	J/503/0314	Principles of fermented dairy products	2	3
138	F/503/0313	Principles of cheese making	3	3
139	M/503/0310	Principles of dairy science	2	3
140	A/503/0312	Principles of cheese varieties	3	3
141	A/502/7832	Principles of a specialist cheese sales service	2	2
142	K/602/4502	Principles of appearance and texture in food technology	3	3
143	M/602/4503	Principles of flavours in food technology	4	3

Optional Group B – Dairy Industry Knowledge				
Unit number	Unit reference	Unit title	Credit	Level
144	K/502/7356	Principles of evaporation in food operations	1	2
145	J/502/7557	Principles of energy transfer in heating food technology	4	3
146	A/502/7426	Principles of the dehydration process in food technology	4	3
147	L/502/7429	Principles of energy transfer in cooling food technology	4	3
148	A/602/4536	Principles of microbiology in food technology	4	3
149	M/602/4548	Principles of lipid functionality in food science	4	3
150	K/602/4550	Principles of protein functionality in food science	4	3
151	J/602/4555	Principles of homogenisation in food technology	4	3
152	H/502/7498	Principles of filtration in food technology	4	3
153	J/502/7493	Principles of centrifugation in food technology	3	3
154	L/502/7432	Principles of product quality and improvements in food operations	2	2
155	K/502/0181	The principles of food safety for manufacturing	1	2
156	D/502/7435	Principles of clean in place (CIP) in food operations	1	2
157	A/601/2631	Principles of HACCP based food safety systems	1	2
158	F/601/2954	Principles of continuous improvement techniques (Kaizen) in food operations	3	3
159	L/601/2701	Principles of sustainability in food operations	4	3
160	H/601/5216	Principles of valves and pumps in food manufacture	2	2

What is the qualification structure for the Edexcel Level 2 Diploma for Proficiency in Dairy 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 two unit groups:

- Dairy Industry Skills – Mandatory Group A – a minimum of 22 credits
- Dairy Industry Knowledge – Mandatory Group B – a minimum of 7 credits.

The remaining 8 credits can be achieved from Mandatory Group A and/or Mandatory Group B.

Any further credit achieved will not count towards this qualification but will be recorded along with all the units that have been achieved towards the qualification and can be used as credit towards other appropriate qualifications.

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
1	M/503/0128	Receive and offload bulk liquids in food manufacture	2	2
2	T/503/0129	Understand how to receive and offload bulk liquids in food manufacture	2	2
3	Y/503/0267	Control processing to produce milk/cream	2	2
4	L/503/0265	Understand how to process liquid milk	2	2
5	H/503/0272	Understand how to produce cream	2	2
6	H/503/0269	Control processing to produce dried milk powder	2	2
7	K/503/0273	Understand how to produce dried milk powder	2	2
8	M/503/0274	Understand how to produce dried whey powder	2	2
9	A/503/0276	Control processing to produce butter	2	2
10	T/503/0275	Understand how to produce butter	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
11	F/503/0277	Understand how to produce mixed fat spreads	2	2
12	J/503/0278	Control processing to produce ice cream	2	2
13	L/503/0282	Understand how to produce ice cream	2	2
14	F/503/0280	Control processing to produce fermented dairy products	2	2
15	L/503/0279	Understand how to produce fermented dairy products	2	2
16	J/503/0281	Control processing to produce cheese	3	2
17	R/503/0283	Understand how to produce cheese	3	2
18	K/503/0287	Prepare starter cultures in dairy processing	2	2
19	H/503/0286	Understand how to prepare starter cultures in dairy processing	2	2
20	T/503/0292	Organise and monitor manual operations in dairy processing	4	3
21	M/503/0288	Understand how to organise and monitor manual operations in dairy processing	4	3
22	M/503/0291	Produce curds and whey	3	2
23	K/503/0290	Understand how to produce curds and whey	2	2
24	T/503/0289	Mill curds	1	2
25	F/503/0294	Understand how to mill curds	1	2
26	J/503/0295	Salt and mould curds	1	2
27	L/503/0296	Understand how to salt and mould curds	1	2
28	R/503/0297	Carry out cheese pressing operations	1	2
29	D/503/0299	Understand how to carry out cheese pressing operations	1	2
30	Y/503/0298	Carry out cheese piercing operations	1	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
31	J/503/0300	Understand how to carry out cheese piercing operations	1	2
32	D/503/0285	Grade cheese	3	3
33	Y/503/0284	Understand how to grade cheese	3	3
34	R/503/0302	Carry out cheese extrusion operations	1	2
35	L/503/0301	Understand how to carry out cheese extrusion operations	1	2
36	K/503/0306	Carry out cheese smoking operations	1	2
37	M/503/0307	Understand how to carry out cheese smoking operations	1	2
38	D/503/0304	Carry out cheese waxing operations	2	2
39	Y/503/0303	Understand how to carry out cheese waxing operations	1	2
40	A/503/0309	Bandage cheese	1	2
41	T/503/0308	Understand how to bandage cheese	1	2
42	Y/602/1708	Monitor and maintain storage conditions in food operations	3	3
43	H/601/5247	Contribute to the effectiveness of food retail operations	2	2
44	K/601/5248	Understand how to contribute to the effectiveness of food retail operations	2	2
45	L/601/8305	Sell food products in a retail environment	2	2
46	R/601/8306	Understand how to sell food products in a retail environment	3	2
47	D/601/5280	Maximise sales in a food retail environment	4	3
48	R/601/5292	Understand how to maximise sales of food products in a retail environment	3	3
49	D/602/4576	Serve on a specialist food retail counter	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
50	H/602/4577	Understand how to serve on a specialist food counter	2	2
51	D/601/8311	Carry out sampling for quality control in food operations	2	3
52	H/601/8312	Understand how to carry out sampling for quality control in food operations	3	3
53	L/502/7365	Carry out testing for quality control in food operations	3	3
54	K/502/7406	Understand how to carry out tests for quality control in food operations	2	3
55	F/601/8303	Monitor food hygiene standards using rapid test methods in operations	3	2
56	J/601/8304	Understand how to monitor food hygiene standards using rapid test methods in operations	2	2
57	T/601/8301	Lift and handle materials safely in food operations	2	2
58	A/601/8302	Understand how to lift and handle materials safely in food operations	2	2
59	A/601/2919	Contribute to environmental safety in food operations	2	2
60	M/601/2920	Understand how to contribute to environmental safety in food operations	2	2
61	H/602/1713	Maintain, promote and improve environmental good practice in food operations	2	3
62	K/602/1714	Understand how to monitor and improve environmental good practice in food operations	3	3
63	T/601/2921	Contribute to the maintenance of plant and equipment in food operations	3	2
64	A/601/2922	Understand how to contribute to the maintenance of plant and equipment in food operations	3	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
65	A/601/4623	Store goods and materials in food operations	3	2
66	F/601/4624	Understand how to store and organise goods and materials in food operations	4	2
67	J/601/4625	Supply materials for production in food operations	3	2
68	L/601/4626	Understand how to supply materials for production in food operations	3	2
69	A/601/8297	Produce product packs in food operations	3	2
70	F/601/8298	Understand how to produce product packs in food operations	3	2
71	R/601/4627	Pack orders for despatch in food operations	1	2
72	Y/601/4628	Understand how to pack orders for despatch in food operations	1	2
73	D/502/7449	Palletise and wrap products in food operations	3	2
74	R/502/7450	Understand how to palletise and wrap products in food operations	2	2
75	M/602/1715	Prepare orders for despatch in food operations	3	2
76	M/602/1696	Understand how to prepare orders for despatch in food operations	3	2
77	K/502/7468	Control manual size reduction in food manufacture	2	2
78	H/502/7470	Understand how to control manual size reduction in food manufacture	3	2
79	R/601/4613	Control slicing in food manufacture	3	2
80	H/601/8309	Carry out product changeovers in food manufacture	2	2
81	Y/601/8310	Understand how to carry out product changeovers in food manufacture	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
82	Y/601/2944	Contribute to problem diagnosis in food manufacture	2	2
83	D/601/2945	Understand how to contribute to problem diagnosis in food manufacture	2	2
84	T/602/1702	Control weighing in food manufacture	2	2
85	H/502/7467	Shut down plant and equipment in food manufacture	2	2
86	M/502/7469	Understand how to shut down plant and equipment in food manufacture	2	2
87	Y/601/4631	Control temperature reduction in food manufacture	3	2
88	H/601/2946	Contribute to problem resolution in food manufacture	3	2
89	K/601/2947	Understand how to contribute to problem resolution in food manufacture	2	2
90	D/601/4632	Control wrapping in food manufacture	3	2
91	Y/601/4614	Understand how to control processes in food manufacture	4	2
92	T/601/4653	Slice and bag individual food products	2	2
93	R/601/4658	Understand how to slice and bag individual food products	2	2
94	L/503/0136	Weigh/measure ingredients manually in food manufacture	2	2
95	M/503/0159	Understand how to weigh/measure ingredients manually in food manufacture	2	2
96	H/503/0160	Mix/blend ingredients manually in food manufacture	2	2
97	K/503/0161	Understand how to mix/blend ingredients manually in food manufacture	2	2
98	T/503/0163	Wrap products manually in food manufacture	1	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
99	J/503/0166	Understand how to wrap products manually in food manufacture	2	2
100	R/503/0168	Operate manual dispensers in food manufacture	2	2
101	Y/503/0172	Understand how to operate manual dispensers in food manufacture	2	2
102	D/503/0173	Control container filling in food manufacture	2	2
103	L/601/2925	Contribute to sustainable practice in food operations	2	2
104	R/601/2926	Understand how to contribute to sustainable practice in food operations	2	2
105	K/601/5184	Carry out disinfection in food operations	2	2
106	T/601/5186	Understand how to carry out disinfection in food operations	2	2
107	M/601/4666	Control washing and drying machinery in food operations	3	2
108	T/601/4670	Understand how to control washing and drying machinery in food operations	2	2
109	T/602/0632	Sharpen cutting tools for use in food operations	2	2
110	F/602/0634	Understand how to sharpen cutting tools for use in food operations	2	2
111	J/601/8299	Control hygiene cleaning in food operations	3	2
112	M/601/8300	Understand how to control hygiene cleaning in food operations	3	2
113	L/602/0636	Deal effectively with waste in food operations	2	2
114	R/602/0637	Understand how to deal effectively with waste in food operations	2	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
115	T/602/0646	Monitor and control waste disposal in food operations	3	3
116	M/602/4517	Understand how to monitor and control waste disposal in food operations	3	3
117	T/602/4518	Monitor and control the recovery and separation of by-products and waste disposal in food operations	2	3
118	J/602/0649	Understand how to monitor and control the recovery and separation of by-products in food operations	3	3
119	H/601/2896	Work effectively with others in food operations	2	2
120	K/601/2897	Understand how to work effectively with others in food operations	2	2
121	T/601/2899	Maintain product quality in food operations	2	2
122	H/601/2901	Understand how to maintain product quality in food operations	2	2
123	H/601/2929	Contribute to continuous improvement for achieving excellence in food operations	3	2
124	Y/601/2930	Understand how to contribute to continuous improvement for achieving excellence in food operations	2	2
125	T/601/8315	Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations	2	2
126	A/601/8316	Carry out task hand-over procedures in food manufacture	2	2
127	F/601/8317	Understand how to carry out task hand-over procedures in food manufacture	1	2

Mandatory Group A – Dairy Industry Skills				
Unit number	Unit reference	Unit title	Credit	Level
128	K/601/2902	Maintain workplace food safety standards in operations	2	2
129	M/601/2903	Understand how to maintain workplace food safety standards in operations	2	2
130	M/601/2917	Maintain workplace health and safety in food operations	2	2
131	T/601/2918	Understand how to maintain workplace health and safety in food operations	2	2
132	K/601/8313	Clean in place (CIP) plant and equipment in food operations	3	2
133	M/601/8314	Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations	2	2

Mandatory Group B – Dairy Industry Knowledge				
Unit number	Unit reference	Unit title	Credit	Level
134	T/503/0311	Principles of heat treatment in dairy processing	2	2
135	L/503/0315	Principles of producing butter and mixed fat spreads	2	3
136	H/503/0305	Principles of ice cream production	2	3
137	J/503/0314	Principles of fermented dairy products	2	3
138	F/503/0313	Principles of cheese making	3	3
139	M/503/0310	Principles of dairy science	2	3
140	A/503/0312	Principles of cheese varieties	3	3
141	A/502/7832	Principles of a specialist cheese sales service	2	2
142	K/602/4502	Principles of appearance and texture in food technology	3	3
143	M/602/4503	Principles of flavours in food technology	4	3

Mandatory Group B – Dairy Industry Knowledge				
Unit number	Unit reference	Unit title	Credit	Level
144	K/502/7356	Principles of evaporation in food operations	1	2
145	J/502/7557	Principles of energy transfer in heating food technology	4	3
146	A/502/7426	Principles of the dehydration process in food technology	4	3
147	L/502/7429	Principles of energy transfer in cooling food technology	4	3
148	A/602/4536	Principles of microbiology in food technology	4	3
149	M/602/4548	Principles of lipid functionality in food science	4	3
150	K/602/4550	Principles of protein functionality in food science	4	3
151	J/602/4555	Principles of homogenisation in food technology	4	3
152	H/502/7498	Principles of filtration in food technology	4	3
153	J/502/7493	Principles of centrifugation in food technology	3	3
154	L/502/7432	Principles of product quality and improvements in food operations	2	2
155	K/502/0181	The principles of food safety for manufacturing	1	2
156	D/502/7435	Principles of clean in place (CIP) in food operations	1	2
157	A/601/2631	Principles of HACCP based food safety systems	1	2
158	F/601/2954	Principles of continuous improvement techniques (Kaizen) in food operations	3	3
159	L/601/2701	Principles of sustainability in food operations	4	3
160	H/601/5216	Principles of valves and pumps in food manufacture	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 requirements/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*. It has been developed by Improve in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

Each qualification is designed to support learners working in the Food and Drink 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 aim:					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: Receive and offload bulk liquids in food manufacture

Unit reference number: M/503/0128

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who receive and offload bulk liquids in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, receiving and offloading bulk liquids in food manufacturing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check the product being delivered	1.1 Check that the product matches delivery documentation 1.2 Check and record the product temperature 1.3 Follow organisational procedures to take pre-delivery samples for testing 1.4 Take action to deal with problems within limit of own authority			
2 Prepare work area to receive bulk liquids	2.1 Check that there is enough storage space for the expected volume of delivery product 2.2 Check the availability and cleanliness of: – Off-loading pipes and hoses – Tank/silo space 2.3 Confirm that the routes are set to pump the product to tank/silo 2.4 Check drain valves and inspection hatches are closed securely 2.5 Inform relevant people when unloading is ready to begin			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Offload bulk liquids	3.1	Check for leaks during offloading			
		3.2	Confirm that offloading is complete and inform relevant people of this			
		3.3	Store pumps and hoses according to organisational specifications			
		3.4	Complete delivery documentation to organisational specification			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Understand how to receive and offload bulk liquids in food manufacture

Unit reference number: T/503/0129

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce development for those who understand how to receive and offload bulk liquids in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when receiving and offloading bulk liquids. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Know how to check products being delivered	1.1	Outline how to access and the importance of following: <ul style="list-style-type: none"> - organisational procedures for the receipt of bulk liquid products - delivery schedules documentation specifying quantity and type of delivery - communication structures and procedures 			
	1.2	Describe how to check equipment is clean and suitable for use, and what could happen if it is not			
	1.3	State the organisational requirements for testing on pre-delivery liquids			
	1.4	State reasons for refusing to accept bulk products into storage			
	1.5	Outline the organisational procedures to follow if faults are found in the liquid			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to receive and offload bulk liquids in the work area	2.1	State the correct routing to transfer bulk product from the tanker to the storage vessel			
		2.2	Describe how to deal with any waste or spillage, and possible consequences of not doing so			
		2.3	State how to check for leaks during offloading			
		2.4	Describe how to deal with contamination or loss of liquid product			
		2.5	State how to store hoses and equipment correctly, and why this is important			
		2.6	Describe the importance of working within limits of own authority when dealing with problems			
		2.7	Outline how to complete organisational documentation and the importance of this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Control processing to produce milk/cream

Unit reference number: Y/503/0267

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who control milk/cream processing in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling dairy processing equipment in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control processing of milk/cream	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate organisational standard operating procedures and product specification			
		1.3	Check that plant, equipment and services are available and fit for use			
		1.4	Check ingredients are available and conform to specification			
2	Control processing of milk/cream	2.1	Start up milk/cream processing equipment following standard operating procedures			
		2.2	Control milk/cream processing equipment following standard operating procedures			
		2.3	Adjust equipment as required to maintain product specifications			
		2.4	Check equipment for faults that affect products and processing operations			
		2.5	Take samples for testing according to organisational sampling plan			
		2.6	Take action to deal with faults and problems within limits of own authority			
		2.7	Complete documentation to organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.8	Make milk/cream available to next stage of processing or packaging				

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

Unit 4: Understand how to process liquid milk

Unit reference number: L/503/0265

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who need to understand how to process liquid milk in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing liquid milk in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 process liquid milk	1.1	Outline the regulatory requirements for milk processing			
	1.2	State how to source and select tools and equipment and ingredients needed to process liquid milk			
	1.3	Check that the plant is ready to process liquid milk			
	1.4	Describe the importance of using the personal protective equipment and clothing required during processing			
	1.5	Describe how to access, and the importance of adhering to: <ul style="list-style-type: none"> - organisational specifications - quality specifications - standard operating procedures for processing liquid milk 			
	1.6	Outline how to maintain communication with relevant people during liquid milk processing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to control liquid milk processing	2.1	Outline how to control equipment used to process liquid milk			
		2.2	Outline how to control temperature when storing and controlling milk processing, and the importance of this			
		2.3	Describe how to adjust liquid milk processing in response to product quality tests			
		2.4	State how to standardise milk production processes to meet organisational specifications			
		2.5	State potential sources of contamination in milk processing			
		2.6	Describe how to avoid contamination and what could happen if this is not done			
		2.7	Outline how to deal with products that can be re-cycled or re-worked			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Understand how to produce cream

Unit reference number: H/503/0272

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who need to understand how to produce cream in dairy operations.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce cream	<p>1.1 Outline the regulatory requirements for cream production</p> <p>1.2 State how to source and select tools and equipment needed to produce cream</p> <p>1.3 Check that the plant is ready to process cream</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications - quality and yield specifications - standard operating procedures for producing cream <p>1.6 Outline how to maintain communication with relevant people during cream production</p> <p>1.7 Describe the importance of working within limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control cream production	<p>2.1 Explain the importance of separation and pasteurisation to cream production</p> <p>2.2 Describe how fat levels affect cream production</p> <p>2.3 Outline how to control equipment to ensure cream meets organisational product quality, yield and productivity specifications</p> <p>2.4 Outline how to control product temperature when storing and processing dairy products and ingredients used to make cream</p> <p>2.5 Describe how to adjust cream processing in response to product quality tests</p> <p>2.6 Outline actions to take to address variations in:</p> <ul style="list-style-type: none"> - intake milk fat levels - types of fat - environmental factors - seasonality - temperature <p>2.7 Outline how variations in temperature and processing times can affect the viscosity, taste and appearance of the final cream product</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.8	Describe common sources of contamination during processing, how to avoid them, and what might happen if this is not done			
		2.9	Outline how to deal with products that can be re-cycled or re-worked			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Control processing to produce dried milk powder

Unit reference number: H/503/0269

QCF level: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit supports workforce development for those who control dried milk powder processing in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling dairy processing equipment in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control processing of dried milk powder	1.1 Select and use personal protective clothing and equipment required 1.2 Locate organisational standard operating procedures and product specifications 1.3 Check that plant, equipment and services are available and fit for use 1.4 Check ingredients are available and conform to specification			
2 Control processing of dried milk powder	2.1 Start up dried milk powder processing equipment following standard operating procedures 2.2 Control dried milk powder processing equipment following standard operating procedures 2.3 Adjust equipment as required to maintain product specifications 2.4 Check equipment for faults that affect products and processing operations 2.5 Take samples for testing according to organisational sampling plan 2.6 Take action to deal with faults and problems within limits of own authority 2.7 Complete documentation to organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.8	Make dried/milk powder available to next stage of processing or packaging				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Understand how to produce dried milk powder

Unit reference number: K/503/0273

QCF level: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit supports workforce development for those who need to understand how to produce dried milk powder in dairy processing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing dried milk powder in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce dried milk powder	<p>1.1 Outline the regulatory requirements for producing dried milk powder</p> <p>1.2 State how to source and select tools and equipment needed to produce dried milk powder</p> <p>1.3 Check that the plant is ready to process dried milk powder</p> <p>1.4 Describe the importance of using the personal protective equipment and clothing required during processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications - quality and yield specifications - standard operating procedures for producing dried milk powder <p>1.6 Outline how to maintain communication with relevant people during production</p> <p>1.7 Describe the importance of working within limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know how to control dried milk powder production	2.1	Outline how to control equipment used to produce dried milk powder			
	2.2	State how to standardise the composition of intake milk			
	2.3	Outline how to control temperature when storing and processing products used to produce dried milk powder			
	2.4	Describe how to adjust dried milk powder production in response to product quality tests			
	2.5	Describe how to check for milk or product leaks during evaporation and drying			
	2.6	Outline how to check the vacuum seal on an evaporation system			
	2.7	Outline how to deal with products that can be re-cycled or re-worked			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 8: Understand how to produce dried whey powder

Unit reference number: M/503/0274

QCF level: Level 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit supports workforce development for those who need to understand how to produce dried whey powder in dairy processing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing dried whey powder in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce dried whey powder	<p>1.1 Outline the regulatory requirements for producing dried whey powder</p> <p>1.2 State how to source and select tools and equipment needed to produce dried whey powder</p> <p>1.3 Check that the plant is ready to process dried whey powder</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required during processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications - quality and yield specifications - standard operating procedures for producing dried whey powder <p>1.6 Outline how to maintain communication with relevant people during production</p> <p>1.7 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to control dried milk powder production</p>	<p>2.1 Outline how to control equipment used to produce dried whey powder</p> <p>2.2 Describe the importance of the compositional quality of whey or whey protein concentrate used and how this can affect drying</p> <p>2.3 Outline how to control temperature when storing and processing products used to produce dried whey powder</p> <p>2.4 Describe how to adjust dried whey powder production in response to product quality tests</p> <p>2.5 Describe how to check for milk or product leaks during:</p> <ul style="list-style-type: none"> - separation - evaporation - drying - reverse osmosis - ultra filtration <p>2.6 Outline how to check the vacuum seal on an evaporation system</p> <p>2.7 Outline how to deal with products that can be re-cycled or re-worked</p>			

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

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

Unit 9: Control processing to produce butter

Unit reference number: A/503/0276

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who control butter processing in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling dairy processing equipment in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control processing of butter	<p>1.1 Select and use personal protective clothing and equipment required</p> <p>1.2 Locate organisational standard operating procedures and product recipe</p> <p>1.3 Check that plant, equipment and services are available and fit for use</p> <p>1.4 Check ingredients are available and conform to specification</p>			
2	Control processing of butter	<p>2.1 Start up butter processing equipment following standard operating procedures</p> <p>2.2 Control butter processing equipment following standard operating procedures</p> <p>2.3 Adjust equipment as required to maintain product specifications</p> <p>2.4 Check equipment for faults that affect products and processing operations</p> <p>2.5 Take samples for testing according to organisational sampling plan</p> <p>2.6 Take action to deal with faults and problems within limits of own authority</p> <p>2.7 Complete documentation to organisational requirements</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.8	Make butter available to next stage of processing or packaging				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Understand how to produce butter

Unit reference number: T/503/0275

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce development for those who need to understand how to produce butter in dairy operations.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce butter	<p>1.1 Outline the regulatory requirements for butter production</p> <p>1.2 State how to source and select tools and equipment needed to produce butter</p> <p>1.3 Check that the plant is ready to process butter</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications - quality and yield specifications - standard operating procedures for producing butter <p>1.6 Outline how to maintain communication with relevant people during butter production</p> <p>1.7 Describe the importance of working within limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control butter production	<p>2.1 Outline how to control equipment to ensure butter meets organisational product quality, yield and productivity specifications</p> <p>2.2 Outline how to control equipment to vary properties of butter including:</p> <ul style="list-style-type: none"> - moisture - salt - pH - organoleptic - physical <p>2.3 Explain how to monitor the consistency of butter during churning and separation, and the importance of this</p> <p>2.4 Describe how to adjust butter processing in response to product quality tests</p> <p>2.5 Outline actions needed to adjust type and levels of fat to meet seasonal or temperature requirements</p> <p>2.6 Outline how to deal with products that can be re-cycled or re-worked</p>			

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

Unit 11: Understand how to produce mixed fat spreads

Unit reference number: F/503/0277

QCF level: Level 2

Credit value: 2

Guided learning hours: 16

Unit aim

This unit supports workforce development for those who need to understand how to produce mixed fat spreads in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing mixed fat spreads in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 process mixed fat spreads	<p>1.1 Outline the regulatory requirements for production of mixed fat spreads</p> <p>1.2 State how to source and select tools and equipment needed to produce mixed fat spreads</p> <p>1.3 Check that the plant is ready to process mixed fat spreads</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications and recipes - quality and yield specifications - standard operating procedures for producing mixed fat spreads <p>1.6 State how to source and select ingredients for mixed fat spreads</p> <p>1.7 Outline how to maintain communication with relevant people during production</p> <p>1.8 Describe the importance of working within limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to control production of mixed fat spreads</p>	<p>2.1 State the importance of following product recipes</p> <p>2.2 Outline how to control equipment to ensure mixed fat spread production meets organisational product quality, yield and productivity specifications</p> <p>2.3 Outline how to control product temperature when storing and processing products and ingredients used to make mixed fat spreads</p> <p>2.4 Describe how to adjust mixed fat spread processing in response to product quality tests</p> <p>2.5 Outline actions to take to address variations in:</p> <ul style="list-style-type: none"> - types of fat - ingredients - environmental factors - seasonality - temperature <p>2.6 Describe common sources of contamination during processing, how to avoid them, and what might happen if this is not done</p> <p>2.7 Outline how to deal with products that can be re-cycled or re-worked</p>			

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

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

Unit 12: Control processing to produce ice cream

Unit reference number: J/503/0278

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce development for those who control ice cream processing in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling dairy processing equipment in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control processing of ice cream	<p>1.1 Select and use personal protective clothing and equipment required</p> <p>1.2 Locate organisational standard operating procedures and product recipe</p> <p>1.3 Check that plant, equipment and services are available and fit for use</p> <p>1.4 Check ingredients are available and conform to specification</p>			
2 Control processing of ice cream	<p>2.1 Start up ice cream processing equipment following standard operating procedures</p> <p>2.2 Control ice cream processing equipment following standard operating procedures</p> <p>2.3 Adjust equipment as required to maintain product specifications</p> <p>2.4 Check equipment for faults that affect products and processing operations</p> <p>2.5 Take samples for testing according to organisational sampling plan</p> <p>2.6 Take action to deal with faults and problems within limits of own authority</p> <p>2.7 Complete documentation to organisational requirements</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.8		Make ice cream available to next stage of processing or packaging			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Understand how to produce ice cream

Unit reference number: L/503/0282

QCF level: Level 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit supports workforce development for those who need to understand how to produce ice cream in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing ice cream in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce ice cream	<p>1.1 Outline the regulatory requirements for ice cream production</p> <p>1.2 State how to source and select tools and equipment needed to produce ice cream</p> <p>1.3 Check that the plant is ready to process ice cream</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational recipes - quality and yield specifications - standard operating procedures for producing ice cream <p>1.6 Outline how to maintain communication with relevant people during production</p> <p>1.7 Describe the importance of working within limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control ice cream production	<p>2.1 State how to weigh ingredients accurately</p> <p>2.2 Describe the importance of adding ingredients in the correct order, and mixing thoroughly</p> <p>2.3 Outline how to control product temperature when storing and processing dairy products and ingredients used to make ice cream</p> <p>2.4 Outline how to adjust the process control equipment to ensure ice cream meets organisational product quality, yield and productivity specifications</p> <p>2.5 Outline how to control equipment and processes for:</p> <ul style="list-style-type: none"> - temperature control - mixing - cooling - ageing - freezing <p>2.6 Describe how to conduct overrun tests, and how to adjust process controls in response to test results</p>			

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

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

Unit 14: Control processing to produce fermented dairy products

Unit reference number: F/503/0280

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit supports workforce development for those who control processing of fermented products in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling dairy processing equipment in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control processing of fermented dairy products	<p>1.1 Select and use personal protective clothing and equipment required</p> <p>1.2 Locate organisational standard operating procedures and product recipe</p> <p>1.3 Check that plant, equipment and services are available and fit for use</p> <p>1.4 Check ingredients are available and conform to specification to include any:</p> <ul style="list-style-type: none"> - added ingredients - flavours 			
2 Control processing of fermented dairy products	<p>2.1 Start up fermented dairy products processing equipment following standard operating procedures</p> <p>2.2 Control fermented dairy products processing equipment following standard operating procedures</p> <p>2.3 Adjust equipment as required to maintain product specifications</p> <p>2.4 Check equipment for faults that affect products and processing operations</p> <p>2.5 Take samples for testing according to organisational sampling plan</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Take action to deal with faults and problems within limits of own authority				
	2.7	Complete documentation to organisational requirements				
	2.8	Make fermented dairy products available to next stage of processing or packaging				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Understand how to produce fermented dairy products

Unit reference number: L/503/0279

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit supports workforce development for those who need to understand how to produce fermented dairy products.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing fermented dairy products in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce fermented dairy products	<p>1.1 Outline the regulatory requirements for production of fermented dairy products</p> <p>1.2 State how to source and select tools and equipment needed to make fermented dairy products</p> <p>1.3 Check that the plant is ready to process fermented dairy products</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications and recipes - quality and yield specifications - standard operating procedures for fermented dairy products <p>1.6 Describe how to source, select and mix starter cultures</p>			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.7	Describe how to source, select and mix added ingredients to include: – fruit/nuts – cereals – flavourings				
	1.8	Outline how to maintain communication with relevant people during production				
	1.9	Describe the importance of working with limits of own authority and dealing with problems				
2	2.1	State how to address variations with intake milk, including: – fat levels – seasonality – temperature				
	2.2	Describe how to carry out the organisational procedure for dosing fermented dairy products with starter culture				
	2.3	Outline how to control processing equipment				
	2.4	Describe how to adjust processing controls in response to quality tests to ensure the fermented product meets specifications				

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

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

Unit 16: Control processing to produce cheese

Unit reference number: J/503/0281

QCF level: Level 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit supports workforce development for those who control cheese processing in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling dairy processing equipment in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control processing of cheese	<p>1.1 Select and use personal protective clothing and equipment required</p> <p>1.2 Locate organisational standard operating procedures and product recipe</p> <p>1.3 Check that plant, equipment and services are available and fit for use</p> <p>1.4 Check ingredients are available and conform to specification</p>			
2	Control processing of cheese	<p>2.1 Start up cheese processing equipment following standard operating procedures</p> <p>2.2 Control cheese processing equipment following standard operating procedures</p> <p>2.3 Adjust equipment as required to maintain product specifications</p> <p>2.4 Check equipment for faults that affect products and processing operations</p> <p>2.5 Take samples for testing according to organisational sampling plan</p> <p>2.6 Take action to deal with faults and problems within limits of own authority</p> <p>2.7 Complete documentation to organisational requirements</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.8		Make cheese available to next stage of processing or packaging			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 17: Understand how to produce cheese

Unit reference number: R/503/0283

QCF level: Level 2

Credit value: 3

Guided learning hours: 17

Unit aim

This unit supports workforce development for those who need to understand how to produce cheese.

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

Assessment requirements/evidence requirements

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

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

The Improve Assessment Strategy for Proficiency Qualifications in Food and 77Drink sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce cheese	<p>1.1 Outline the regulatory requirements for production of cheese</p> <p>1.2 State how to source and select tools and equipment needed to make cheese</p> <p>1.3 Check that the plant is ready to process cheese</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational specifications and recipes - quality and yield specifications - standard operating procedures for cheese production <p>1.6 State how to source, select and mix starter cultures for cheese production</p> <p>1.7 Outline how to maintain communication with relevant people during production</p> <p>1.8 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know how to control cheese production	2.1	State how to address variations with intake milk, including: – fat levels – seasonality – temperature			
	2.2	Describe how to carry out the organisational procedure for dosing vats with starter culture and rennet			
	2.3	Outline how to control processing equipment			
	2.4	Describe how to adjust processing controls in response to product quality tests to ensure the cheese meets specifications			
	2.5	Outline how to deal with ingredients and product that can be re-cycled or re-worked			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Prepare starter cultures in dairy processing

Unit reference number: K/503/0287

QCF level: Level 2

Credit value: 2

Guided learning hours: 13

Unit aim

This unit supports workforce development for those who prepare starter cultures in dairy processing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, preparing starter cultures in dairy 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 make up starter culture	1.1	Ensure work area, equipment and resources are available and ready for use			
		1.2	Select, wear and use the correct personal protective equipment			
		1.3	Source organisational product recipe and starter culture specification			
		1.4	Check ingredients are available and conform to specification			
		2.1	Select appropriate starter culture for dairy product, according to specification			
2	Prepare starter culture	2.2	Measure and/or weigh ingredients by adhering to specification			
		2.3	Make up a starter culture according to organisational requirements			
		2.4	Complete and process documentation according to organisational requirements			
		2.5	Inform relevant people when starter culture is ready for dosing			

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

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

Unit 19: Understand how to prepare starter cultures in dairy processing

Unit reference number: H/503/0286

QCF level: Level 2

Credit value: 2

Guided learning hours: 13

Unit aim

This unit supports workforce development for those who need to understand how to prepare starter cultures in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing starter cultures dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 make starter cultures	<p>1.1 Outline the regulatory requirements for preparing starter cultures</p> <p>1.2 Describe how to source the work area, tools, equipment and ingredients required and importance of ensuring they are hygienically clean</p> <p>1.3 Describe potential consequences of contamination of the starter cultures</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to prepare starter culture	2.1	Describe how to access, and the importance of adhering to: <ul style="list-style-type: none"> - organisational specifications - standard operating procedures for producing starter cultures 			
		2.2	Outline how to avoid contamination and the importance of this			
		2.3	Outline the importance of rotating starter cultures			
		2.4	State how to complete organisational documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Organise and monitor manual operations in dairy processing

Unit reference number: T/503/0292

QCF level: Level 3

Credit value: 4

Guided learning hours: 24

Unit aim

This unit supports workforce development for those who organise and monitor manual operations in dairy processing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, organising and monitoring manual operations in dairy processing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare to organise and monitor manual operations in dairy processing</p>	<p>1.1 Follow organisational and regulatory requirements when organising and monitoring manual operations</p> <p>1.2 Ensure staff use and wear personal protective equipment during manual operations</p> <p>1.3 Ensure staff follow manual washing and hygiene procedures</p> <p>1.4 Organise ingredients, materials and services to meet production schedules</p> <p>1.5 Check sufficient staff are available to maintain productivity</p> <p>1.6 Ensure storage space is available for the processed product</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Organise and monitor manual operations in dairy processing	2.1 Monitor manual operations to ensure organisational recipes and specifications are adhered to 2.2 Monitor quality, yield and productivity of product at each stage of the process 2.3 Ensure in-line and product tests are carried out at the specified frequency 2.4 Monitor ingredients, materials, resources and services to maintain productivity 2.5 Take action to deal with problems within limits of own authority 2.6 Complete and process documentation according to organisational requirements			

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

Unit 21: Understand how to organise and monitor manual operations in dairy processing

Unit reference number: M/503/0288

QCF level: Level 3

Credit value: 4

Guided learning hours: 24

Unit aim

This unit supports workforce development for those who need to understand how to organise and monitor manual operations in dairy processing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when organising and monitoring manual operation in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 organise and monitor manual operations	<p>1.1 Summarise the regulatory requirements for organising and monitoring manual operations</p> <p>1.2 Summarise the regulatory and organisational requirements for quality control and traceability and how to complete documentation for this</p> <p>1.3 Outline the importance of having accurate information about materials, ingredients and resources and how to access this</p> <p>1.4 Describe the importance of working within limits of own authority and dealing with problems.</p>			
2 Know how to schedule operations	<p>2.1 Outline how to use, interpret and adhere to:</p> <ul style="list-style-type: none"> - standard operating and scheduling procedures - organisational systems - product specifications <p>2.2 Explain the importance of effective process scheduling and potential impact of inadequate scheduling</p> <p>2.3 Outline how to update and amend production schedules to meet changes in customer and organisational requirements</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Explain how staffing levels can affect productivity, quality and yield of product			
		2.5	Outline how variations in team objectives and competences can impact on operations			
3	Know how to monitor manual operations	3.1	Outline organisational communication methods and styles used during monitoring			
		3.2	Explain the importance of monitoring personal hygiene during manual operations			
		3.3	Outline how to ensure quality testing is carried out to organisational requirements and how to address any problems			
		3.4	Outline how to monitor and report production process and non compliance to relevant people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Produce curds and whey

Unit reference number: M/503/0291

QCF level: Level 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit supports workforce development for those who produce curds and whey in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, producing curds and whey in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 curds and whey	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate organisational standard operating procedures and product recipe			
		1.3	Check that plant, equipment, raw materials and services are available and fit for use			
2	Control curds and whey production	2.1	Combine recipe ingredients, rennet and starter culture following recipe and standard operating procedures			
		2.2	Check the coagulum against product specifications to ensure it has correct set			
		2.3	Carry out titratable acidity/pH checks according to organisational specification and record results			
		2.4	Check titratable acidity/pH test results and take action to deal with issues arising within limits of own authority			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Ensure procedures comply with recipe and organisational standard operating procedures to include: <ul style="list-style-type: none"> - heating - cutting - stirring - scalding and pitching - slow vat 			
	2.6	Complete documentation to organisational requirements			
	2.7	Make curds and whey available to next stage of storage or processing			

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

Unit 23: Understand how to produce curds and whey

Unit reference number: K/503/0290

QCF level: Level 2

Credit value: 2

Guided learning hours: 16

Unit aim

This unit supports workforce development for those who need to understand how to produce curds and whey in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing curds and whey in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce curds and whey	<p>1.1 Outline the regulatory requirements for producing curds and whey</p> <p>1.2 State how to source and select tools and equipment needed to produce curds and whey</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational recipes - standard operating procedures <p>1.5 Outline how to maintain communication with relevant people during production</p> <p>1.6 Describe the importance of working with limits of own authority and dealing with problems.</p>			
2 Know how to control curds and whey production	<p>2.1 State how to address variations with intake milk, including:</p> <ul style="list-style-type: none"> - fat levels - seasonality - temperature 			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.2	Describe the importance of starter cultures and rennet to the production of curds and whey and why the recipe should be followed when dosing the vats			
	2.3	Outline how to control the equipment used to make curds and whey			
	2.4	Outline how to adjust the process control equipment to ensure curds and whey meet organisational product quality, yield and productivity specifications			
	2.5	Describe how to deal with ingredients and product that can be recycled or reworked			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Mill curds

Unit reference number: T/503/0289

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who mill curds in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, milling curds in dairy processing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>1.1 Prepare to mill curds</p> <p>1.2 Select and use personal protective clothing and equipment required</p> <p>1.3 Locate organisational standard operating procedures and product recipe</p> <p>1.4 Check that plant, equipment, raw materials and services are available and fit for use</p> <p>1.5 Source curd to be milled</p> <p>1.6 Deal with any curd quality problems within limits of own authority</p>			
2	<p>2.1 Control milling of curds</p> <p>2.2 Check that mill is not overloaded and that safety devices are in operation</p> <p>2.3 Mill curd according to recipe and organisational standard operating procedures</p> <p>2.4 Check curd is milled to specific curd size requirements</p> <p>2.5 Deal with any faults or problems within limits of own authority</p> <p>2.6 Complete documentation to organisational requirements</p> <p>2.7 Make milled curd available to next stage of processing</p>			

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

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

Unit 25: Understand how to mill curds

Unit reference number: F/503/0294

QCF level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who need to understand how to mill curds in dairy operations.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 mill curds	<p>1.1 Outline the regulatory requirements for milling curds</p> <p>1.2 State how to source and select tools and equipment needed to mill curds</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - quality and yield specifications - standard operating procedures <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to control milling of curds	2.1	Explain how to maximise yield when milling curds			
		2.2	Outline how to control equipment used to mill curds and how to use the equipment's safety devices			
		2.3	Describe how to mill curds in cheese making and how this affects the final cheese product			
		2.4	Describe how to assess the curd size requirements for specific cheese recipes			
		2.5	Outline how to adjust curd size during milling			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Salt and mould curds

Unit reference number: J/503/0295

QCF level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who salt and mould curds in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, salting and moulding curds in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 salt and mould curds	1.1	Select and use personal protective clothing and equipment required		
		1.2	Follow organisational hygiene procedures for hand washing		
		1.3	Locate organisational standard operating procedures and product recipe		
		1.4	Check that plant, equipment, ingredients and services are available and fit for use		
2	Control salting and moulding of curds	2.1	Salt curds and check they are salted evenly		
		2.2	Mould curds according to recipe and standard operational procedures		
		2.3	Make filled moulds available to next stage of storage or pressing		
		2.4	Deal with any faults or problems within limits of own authority		
		2.5	Complete documentation to organisational requirements		

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

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

Unit 27: Understand how to salt and mould curds

Unit reference number: L/503/0296

QCF level: Level 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who need to understand how to salt and mould curds in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when salting and moulding curds in dairy operations. It can be assessed on or off the job.

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 salt and mould curds	1.1	Outline the regulatory requirements for salting and moulding curds		
		1.2	State how to source and select tools and equipment needed to salt and mould curds		
		1.3	Describe the importance of using personal protective equipment and clothing required for processing		
		1.4	Describe how to access, and the importance of adhering to: <ul style="list-style-type: none"> - product recipes - quality and yield specifications - standard operating procedures 		
		1.5	Describe the importance of working with limits of own authority and dealing with problems		
2	Know how to control salting and moulding of curds	2.1	Describe when to salt curds, and why this is important to the specific cheese requirements		
		2.2	Outline how to salt curds evenly		
		2.3	Outline how to mould curds and the fill levels to be adhered to		
		2.4	Describe the importance of maximising yield when moulding curds		

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

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

Unit 28: Carry out cheese pressing operations

Unit reference number: R/503/0297

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who carry out cheese pressing operations in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out cheese pressing operations in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 press curd	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate organisational standard operating procedures and product recipe			
		1.3	Check that tools, equipment, and services are available and fit for use			
2	Control pressing of cheese	2.1	Check safety devices are working and free from obstructions			
		2.2	Press cheese for time and to pressure required by the product recipe			
		2.3	Deal with any faults or problems within limits of own authority			
		2.4	Complete documentation to organisational requirements			
		2.5	Make pressed cheese available to next stage of processing or packaging			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 29: Understand how to carry out cheese pressing operations

Unit reference number: D/503/0299

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who understand how to carry out cheese pressing in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out cheese pressing operations in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 press curds	<p>1.1 Outline the regulatory requirements for pressing cheese</p> <p>1.2 State how to source and select tools and equipment and resources needed to press cheese</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational recipes - quality specifications - standard operating procedures <p>1.5 Describe the importance of working with limits of own authority and dealing with problems.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to carry out cheese pressing operations	2.1	Outline how to use the equipment used to press cheese			
		2.2	Describe the types of safety devices on pressing equipment and how they are used			
		2.3	Describe how the time and pressure specifications for pressure in recipes affect the final cheese product			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 30: Carry out cheese piercing operations

Unit reference number: Y/503/0298

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who carry out cheese piercing operations in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out cheese piercing operations in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 pierce cheese	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate organisational standard operating procedures and product specification			
		1.3	Check that tools, equipment, and resources are available and fit for use			
		1.4	Source the cheese product to be pierced			
		2	Control cheese piercing	2.1	Control cheese piercing following product specification and standard operational procedures	
		2.2	Maintain required production pace			
		2.3	Deal with any faults or problems within limits of own authority			
		2.4	Complete documentation to organisational requirements			
		2.5	Make pierced cheese available to next stage of processing or storage			

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

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

Unit 31: Understand how to carry out cheese piercing operations

Unit reference number: J/503/0300

QCF level: Level 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who need to understand how to carry out cheese piercing in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out cheese piercing operations in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 carry out cheese piercing operations	<p>1.1 Outline the regulatory requirements for piercing cheese</p> <p>1.2 State how to source and select tools and equipment and resources needed to pierce cheese</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - pierced cheese product specifications - equipment specifications - standard operating procedures <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to control cheese piercing operations	2.1	State how to source the cheese to be pierced			
		2.2	Outline how to control the piercing equipment			
		2.3	Describe the importance of maintaining the operational flow			
		2.4	State actions to take if quality, equipment and process checks do not meet organisational specifications			
		2.5	Outline how to complete organisational documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 32: Grade cheese

Unit reference number: D/503/0285

QCF level: Level 3

Credit value: 3

Guided learning hours: 21

Unit aim

This unit supports workforce development for those who grade cheese in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, grading cheese in dairy processing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Select sample cheese for grading	1.1 Select and use personal protective clothing and equipment required 1.2 Locate organisational standard operating procedures and grading specifications 1.3 Check the availability and cleanliness of classification work area and equipment 1.4 Source the cheese products to be graded 1.5 Check the cheese is at the correct temperature for sampling			
2 Sample and grade cheeses	2.1 Take representative samples from selected cheeses 2.2 Assess the cheese characteristics, to include: <ul style="list-style-type: none"> - appearance - colour - texture - body - flavour - aroma 2.3 Grade the cheese following specifications and operating procedures 2.4 Complete documentation to organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Ensure cheeses are prepared for return to storage				
	2.6	Complete documentation to organisational requirements				
	2.7	Deal with any waste product				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Understand how to grade cheese

Unit reference number: Y/503/0284

QCF level: Level 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit supports workforce development for those who need to understand how to grade cheese in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when grading cheese in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 grade cheeses	1.1	Outline the organisational requirements for grading cheese					
	1.2	Describe how to access and the importance of adhering to: <ul style="list-style-type: none"> - organisational grading specifications - organisational labelling specifications - standard operating procedures 					
	1.3	Outline the organisational reporting and recording requirements for grading					
	1.4	Describe the importance of working with limits of own authority and dealing with problems					

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to grade cheese	<p>2.1 Describe how to select a representative sample of cheese to be graded</p> <p>2.2 Describe how to take samples from different types of cheeses</p> <p>2.3 Explain the importance of aroma, texture, colour and flavour to grading</p> <p>2.4 Describe common characteristics that may lead to cheese being down graded</p> <p>2.5 Outline the procedures for dealing with cheese that does not meet the minimum grade</p> <p>2.6 Describe how to deal with waste that can be recycled or reworked</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 34: Carry out cheese extrusion operations

Unit reference number: R/503/0302

QCF level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

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/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out cheese extrusion operations in dairy processing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>1.1 Prepare to extrude cheese</p> <p>1.2 Select and use personal protective clothing and equipment required</p> <p>1.3 Locate organisational standard operating procedures and production schedule and specification for extrusion</p> <p>1.4 Check that the work area and resources are available and fit for use</p> <p>1.5 Source the cheese required for operations</p>			
2	<p>2.1 Carry out cheese extrusion</p> <p>2.2 Feed cheese through the extruder</p> <p>2.3 Maintain pace of processing according to operating procedures</p> <p>2.4 Deal with any faults or problems within limits of own authority</p> <p>2.5 Complete documentation to organisational requirements</p> <p>2.6 Deal with any waste by recycling or reworking according to organisational procedure</p> <p>2.7 Make extruded cheese available to next stage of processing</p>			

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

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

Unit 35: Understand how to carry out cheese extrusion operations

Unit reference number: L/503/0301

QCF level: Level 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who need to understand how to carry out cheese extrusion in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out cheese extrusion operations in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 extrude cheese	<p>1.1 Outline the regulatory requirements for cheese extrusion operations</p> <p>1.2 State how to source and select tools and equipment and resources needed to extrude cheese</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational recipes - quality specifications - production schedules - standard operating procedures <p>1.5 Describe the importance of working with limits of own authority and dealing with problems.</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to carry out cheese extrusion operations	<p>2.1 State how to source the cheese requiring extrusion</p> <p>2.2 Outline how to control the extrusion equipment</p> <p>2.3 Describe how to feed cheese into the extruder to maintain production flow</p> <p>2.4 State action to take if equipment becomes overloaded</p> <p>2.5 Outline actions to take if quality, process and equipment checks do not comply with specification</p> <p>2.6 Describe how to complete organisational documentation</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 36: Carry out cheese smoking operations

Unit reference number: K/503/0306

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who carry out cheese smoking operations in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out cheese smoking operations in dairy processing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1	1.1	Select and use personal protective clothing and equipment required			
	1.2	Locate organisational standard operating procedures and production schedule and specification for smoking cheese			
	1.3	Check that the smokehouse is operating to organisational requirements and adequate shelving is available			
	1.4	Source the cheese to be smoked			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Carry out cheese smoking operations	2.1	Load cheese to mesh shelving ready for smoking			
		2.2	Load smokehouse ensuring sufficient space around each cheese			
		2.3	Smoke cheese to comply with specification			
		2.4	Deal with any faults or problems within limits of own authority			
		2.5	Complete documentation to organisational requirements			
		2.6	Make cheese available to next stage of processing			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 37: Understand how to carry out cheese smoking operations

Unit reference number: M/503/0307

QCF level: Level 2

Credit value: 1

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who need to understand how to carry out cheese smoking operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out cheese smoking operations in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 smoke cheese	<p>1.1 Outline the regulatory and organisational requirements for cheese smoking operations</p> <p>1.2 State how to source and select tools and equipment and resources needed to smoke cheese</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - cheese smoking specifications - quality specifications - production schedules - standard operating procedures <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know how to carry out cheese smoking operations	2.1	State how to source the cheese to be smoked			
	2.2	Describe how to check there is sufficient fuel for the product to be smoked to specification			
	2.3	Outline how to load the smokehouse shelving to organisational requirements			
	2.4	Describe how to check the temperature of the smokehouse is correct and the importance of this			
	2.5	Outline how to avoid product contamination			
	2.6	Describe how to complete organisational documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 38: Carry out cheese waxing operations

Unit reference number: D/503/0304

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce development for those who carry out cheese waxing operations in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out cheese waxing operations in dairy processing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 wax cheese	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate organisational standard operating procedures and production schedule and specification for waxing cheese			
		1.3	Check that the work area, tools, equipment and materials are clean and available for use			
		1.4	Check that a suitable storage area to receive waxed cheese is available and ready for use			
2	Carry out cheese waxing operations	2.1	Check the wax is the correct colour, temperature and consistency			
		2.2	Wax cheese according to specification			
		2.3	Deal with any faults or problems within limits of own authority			
		2.4	Complete documentation to organisational requirements			
		2.5	Make waxed cheese available to the storage area			

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

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

Unit 39: Understand how to carry out cheese waxing operations

Unit reference number: Y/503/0303

QCF level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who need to understand how to carry out cheese waxing operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out cheese waxing operations in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 wax cheese	<p>1.1 Outline the regulatory and organisational requirements for cheese waxing operations</p> <p>1.2 State how to source and select tools, facilities, equipment and resources needed to wax cheese</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - cheese waxing specifications - quality specifications - standard operating procedures <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to carry out cheese waxing operations	2.1	State how to source the cheese to be waxed				
		2.2	Describe the importance of maximising yield during waxing				
		2.3	Describe how to maintain the pace of processing during waxing				
		2.4	Outline actions to take if quality checks do not comply with product specification				
		2.5	Describe how to complete organisational documentation				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 40: Bandage cheese

Unit reference number: A/503/0309

QCF level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who bandage cheese in a dairy business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, bandaging cheese in dairy processing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1	1.1	Select and use personal protective clothing and equipment required			
	1.2	Locate organisational standard operating procedures and bandaging specifications			
	1.3	Check the availability and cleanliness of the bandaging work area, tools and equipment			
	1.4	Check that glue and cheese is available and fit for use			
	1.5	Check that a suitable storage area to receive bandaged cheese is available and ready for use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Bandage cheese	2.1	Source cheese to be bandaged			
		2.2	Soak the bandage in glue to specification			
		2.3	Bandage the cheese following specifications and operating procedures			
		2.4	Complete documentation to organisational requirements			
		2.5	Take action to deal with any faults or problems within limits of own authority			
		2.6	Dispose of waste from bandaging according to organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 41: Understand how to bandage cheese

Unit reference number: T/503/0308

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who need to understand how to bandage cheese in dairy operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when bandaging cheese in a dairy business. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 bandage cheese	<p>1.1 Outline the regulatory and organisational requirements for bandaging cheese</p> <p>1.2 Describe how to access and the importance of adhering to:</p> <ul style="list-style-type: none"> - organisational bandaging specifications - quality specifications - standard operating procedures <p>1.3 Describe the importance of using personal protective equipment and clothing required for bandaging</p> <p>1.4 Outline how to source the tools, equipment, facilities and resources required for bandaging</p> <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
2	Know how to bandage cheese	2.1	Describe the importance of maximising yield when bandaging cheese					
		2.2	State the importance of soaking the bandage in glue					
		2.3	Outline the procedure for bandaging cheese					
		2.4	Describe how to deal with bandaging that does not comply with specifications					
		2.5	Describe how to deal with waste that can be recycled or reworked					

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 42: Monitor and maintain storage conditions in food operations

Unit reference number: Y/602/1708

QCF level: Level 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit supports workforce development for those who monitor and maintain storage conditions in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring and maintaining storage conditions 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Maintain health, safety and security in the storage area	1.1 Maintain the storage area clean, tidy and free from obstructions and hazards 1.2 Implement safety and security procedures 1.3 Maintain environmental conditions in order to protect goods and materials from deterioration			
2 Monitor changes in storage conditions	2.1 Monitor variances in storage conditions and defects in the storage facility and equipment 2.2 Record unacceptable variances and defects in the storage facility and equipment 2.3 Identify and take action within the limits of your authority to correct variances and defects in goods and materials 2.4 Report your actions to the relevant people 2.5 Evaluate the results of monitoring to identify realistic suggestions for improving storage conditions 2.6 Present suggestions for storage improvements clearly to the relevant people			

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

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

Unit 43: Contribute to the effectiveness of food retail operations

Unit reference number: H/601/5247

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			
		2.1	Make a positive contribution to identifying opportunities to improve retail operations			
2	Contribute to the improvement of food and drink 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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

Unit 44: Understand how to contribute to the effectiveness of food retail operations

Unit reference number: K/601/5248

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 Describe how and where to get relevant work instructions, schedules and specifications</p> <p>1.2 Outline the importance of organising activities within a schedule to the best results</p> <p>1.3 Describe how to organise work activities efficiently and alter these if there are changes in retail needs</p> <p>1.4 Describe how to organise work activities so that products are always at their best when they are sold</p> <p>1.5 State where and when to get help and advice</p> <p>1.6 Outline the lines and methods and importance of effective communication</p>			
2 Know how to contribute to the improvement of retail operations	<p>2.1 Describe how, where and when to make helpful suggestions for possible improvements to retail operations</p> <p>2.2 Explain why continuous improvement is necessary and the benefits arising from it</p> <p>2.3 Describe how to identify the short and long term benefits from improvements</p>			

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

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

Unit 45: Sell food products in a retail environment

Unit reference number: L/601/8305

QCF level: Level 2

Credit value: 2

Guided learning hours: 14

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 46: Understand how to sell food products in a retail environment

Unit reference number: R/601/8306

QCF level: Level 2

Credit value: 3

Guided learning hours: 20

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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
<p>3 Know how to process and complete the sale of food and drink products</p>	<p>3.1 State the company procedures for dealing with methods of payment available to customers</p> <p>3.2 Describe ways to keep payments and stock safe</p> <p>3.3 Explain what legal tender is</p> <p>3.4 Outline the basic trading rights of the customer and trader</p> <p>3.5 Describe the process of taking customer orders for products not in stock</p> <p>3.6 State the limits of own authority and the consequences of operating outside these limits</p> <p>3.7 Outline the importance of communication and the implications of not communicating effectively</p>			

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

Date: _____
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Unit 47: Maximise sales in a food retail environment

Unit reference number: D/601/5280

QCF level: Level 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit supports workforce development for those who maximise sales in a food business.

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 to increase retail sales through promotions and displays	<p>1.1 Use current and recent performance, and other relevant information to identify opportunities to increase sales</p> <p>1.2 Plan promotions and displays and communicate and agree these plans with the relevant people</p> <p>1.3 Encourage staff to identify potential opportunities to increase retail sales</p> <p>1.4 Organise promotional materials and ensure product availability</p> <p>1.5 Inform colleagues and staff of plans in advance</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise the promotion and display of food and drink products for sale	<p>2.1 Ensure that materials and equipment are clean, safe and in working order before use</p> <p>2.2 Organise sufficient resources to complete display requirements</p> <p>2.3 Explain the promotion's purpose and the display standards clearly to staff</p> <p>2.4 Organise handling and display of products within the required time limits to avoid presentation risks of contamination or damage</p> <p>2.5 Ensure the completed presentation fulfils the requirements of the promotional plan</p> <p>2.6 Select accurate and legal product/service information and ensure it is positioned to promote the products/services effectively to customers.</p>			
3	Promote food and drink products to customers	<p>3.1 Provide customers with information about promotions in a manner which maximises sales</p> <p>3.2 Identify and carry out actions which offer the greatest potential for converting promotions into sales</p>			

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

Date: _____
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Unit 48: Understand how to maximise sales of food products in a retail environment

Unit reference number: R/601/5292

QCF level: Level 3

Credit value: 3

Guided learning hours: 24

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to confirm with required standards for displaying goods</p>	<p>1.1 Explain why it is important to check the accuracy and legal probity of information and how to check this information</p> <p>1.2 Detail rights, duties and responsibilities relating to the Sale of Goods Act</p> <p>1.3 Define the organisation’s display standards</p> <p>1.4 Explain the advantages and disadvantages of different price marking methods</p> <p>1.5 Describe the types of product to which different price marking methods are appropriate, and how to implement them</p> <p>1.6 Explain pricing policy and price changes and sources of information on prices</p> <p>1.7 Define the legal requirements to be met in pricing goods for sale</p>			

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

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

Date: _____
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Unit 49: Serve on a specialist food retail counter

Unit reference number: D/602/4576

QCF level: Level 2

Credit value: 2

Guided learning hours: 16

Unit aim

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Set up a counter area for specialist food	<p>1.1 Prepare and organise tools, equipment and the work area</p> <p>1.2 Check that the counter area is appropriate for the food products being displayed</p> <p>1.3 Ensure that the specified quantities of products and materials are in stock</p> <p>1.4 Check that food products are:</p> <ul style="list-style-type: none"> - free from damage - arranged ready for sale - clean - visually appealing <p>1.5 Ensure that food product labelling complies with legal requirements</p>			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Assist customers with purchases in specialist food retail	2.1	Provide customers with information on <ul style="list-style-type: none"> - storage - usage of food products - origins of food products 				
	2.2	Offer customers suitable alternatives when requested items are out of stock				
	2.3	Advise customers on selecting food products based on dietary needs within the limits of own role				
	2.4	Weigh orders according to customer requests				
	2.5	Determine the weight of products by price				
	2.6	Respond to customer complaints within the limits of own authority				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Maintain the counter area in specialist food retail	3.1	Maintain food safe working conditions			
	3.2	Ensure that food products are not displayed beyond their sell by date			
	3.3	Follow procedures products are found beyond their expiry date			
	3.4	Follow the procedures for stock rotation and replacement			
	3.5	Ensure that food products are stored at the correct temperature and environment			
	3.6	Check that tools and equipment are clean and in good working order and take action if they are not			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 50: Understand how to serve on a specialist food counter

Unit reference number: H/602/4577

QCF level: Level 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit supports workforce development for those who serve on a specialist food retail counter in a food business.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, serving on a specialist food retail counter. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 use the work area	1.1	State how to operate and maintain the service equipment associated with the role			
		1.2	Describe how to operate and maintain the tools and equipment associated with the role			
2	Know how to handle food products	2.1	Outline how to identify products that are ready for sale			
		2.2	Describe the shelf-life of the products for sale and explain how to maximise it			
		2.3	State the difference between sell by and use by dates and why they are important			
		2.4	Describe how to prevent and eliminate cross-contamination			
		2.5	State the procedures for re-stocking food display products			
		2.6	Describe how to identify and dispose of waste according to company procedures			
3	Know how to serve customers	3.1	Outline how to weigh out and calculate customer orders			
		3.2	State how to communicate with customers			

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

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

Unit 51: Carry out sampling for quality control in food operations

Unit reference number: D/601/8311

QCF level: Level 3

Credit value: 2

Guided learning hours: 8

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 52: Understand how to carry out sampling for quality control in food operations

Unit reference number: H/601/8312

QCF level: Level 3

Credit value: 3

Guided learning hours: 26

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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: _____ Date: _____
(if sampled)

Unit 53: Carry out testing for quality control in food operations

Unit reference number: L/502/7365

QCF level: Level 3

Credit value: 3

Guided learning hours: 11

Unit aim

This unit supports workforce development for those who carry out testing 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/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out testing 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 quality testing	1.1	Assemble resources for testing			
		1.2	Ensure equipment is ready and calibrated for testing			
		1.3	Report variances in equipment or testing			
		1.4	Confirm specification for the testing application			
2	Carry out testing for quality	2.1	Check integrity of sample			
		2.2	Document sample information			
		2.3	Perform tests within agreed specification			
		2.4	Record test results			
		2.5	Investigate out of specification results			
		2.6	Report test deviations to relevant people			

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

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

Unit 54: Understand how to carry out tests for quality control in food operations

Unit reference number: K/502/7406

QCF level: Level 3

Credit value: 2

Guided learning hours: 18

Unit aim

This unit supports workforce development for those who understand how to carry out tests 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/evidence requirements

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 accurate quality testing	1.1	Explain the importance of standard operating procedures for quality control			
		1.2	Describe a protocol for ensuring testing equipment is fit for purpose.			
		1.3	Describe the content of a typical testing specification			
		1.4	Describe how to access and interpret product specifications			
2	Know about testing protocol for quality	2.1	Describe the procedures used to identify suitable samples for testing			
		2.2	Explain the importance in ensuring sample integrity			
		2.3	Describe a suitable protocol for safe storage of samples prior to and after testing.			
		2.4	Describe how to assess product against key factors in product specifications using approved methods			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know about equipment used in quality testing	3.1	Describe how to prepare and calibrate testing equipment for use				
		3.2	Describe the features of testing equipment				
		3.3	Evaluate the importance of calibration checks on equipment are required				
		3.4	Explain the importance of ensuring equipment is fit for purpose				
		3.5	Explain the importance of reporting defective equipment				
4	Understand how to interpret and communicate test results	4.1	Describe procedures and actions to take for product non-compliance				
		4.2	Explain how to calculate test results				
		4.3	Summarise acceptable levels of tolerance in quality interpretation				
		4.4	Describe suitable documentation to ensure traceability				
		4.5	Evaluate methods of communicating results both in specification and non compliance				

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

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

Unit 55: Monitor food hygiene standards using rapid test methods in operations

Unit reference number: F/601/8303

QCF level: Level 2

Credit value: 3

Guided learning hours: 19

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Conduct tests and record results	2.1 Handle samples safely using aseptic techniques 2.2 Follow standard operating procedures to carry out tests 2.3 Record relevant information and data 2.4 Interpret results using positive and negative controls 2.5 Identify potential false positive results 2.6 Record, investigate and report deviations in results to the relevant person 2.7 Follow standard operating procedures to record test data			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 56: Understand how to monitor food hygiene standards using rapid test methods in operations

Unit reference number: J/601/8304

QCF level: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
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Unit 57: Lift and handle materials safely in food operations

Unit reference number: T/601/8301

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	Operate handling equipment	2.1	Ensure that handling equipment is fit for use			
		2.2	Return handling equipment to the specified place after use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 58: Understand how to lift and handle materials safely in food operations

Unit reference number: A/601/8302

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 State the health and safety, and food safety standards for moving and handling materials</p> <p>1.2 State the importance of following relevant health and safety and food safety standards</p> <p>1.3 State the importance of wearing the appropriate personal protective equipment</p> <p>1.4 State the importance of using the specified manual handling techniques</p> <p>1.5 State safe lifting limits for self and any equipment used</p> <p>1.6 Outline the safety checks to be carried out on lifting equipment</p> <p>1.7 State the importance of carrying out safety checks on lifting equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Knows how to move and handle materials	2.1 State the importance of checking that the load is suitable to be moved 2.2 State the importance of using the right handling equipment for the task 2.3 State the importance of using specified transport routes 2.4 Outline the hazards to self and others when moving and handling materials 2.5 State the action to be taken if materials or handling equipment are defective 2.6 State rules and procedures that apply to the different work areas when moving and handling materials			
3 Know the limits of one's authority and communication methods	3.1 State the limits of own authority and competence 3.2 State why it is important to work within limits of own authority 3.3 State how to determine handling and moving requirements for: - assistance - equipment 3.4 Describe methods of recording information 3.5 State why it is important to communicate information, and methods used to do so			

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

Unit 59: Contribute to environmental safety in food operations

Unit reference number: A/601/2919

QCF level: Level 2

Credit value: 2

Guided learning hours: 5

Unit aim

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

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

Assessment requirements/evidence requirements

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 60: **Understand how to contribute to environmental safety in food operations**

Unit reference number: M/601/2920

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

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

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

Assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Unit 61: **Maintain, promote and improve environmental good practice in food operations**

Unit reference number: H/602/1713

QCF level: Level 3

Credit value: 2

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who maintain, promote and improve environmental good practice in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, maintaining, promoting and improving environmental good practice 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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain environmental good practice	1.1	Comply with environmental good practice			
		1.2	Monitor the working practice of others to evaluate their impact on the environment			
		1.3	Follow correct procedures when dealing with environmental damage			
2	Promote and improve environmental good practice	2.1	Inform and encourage others to maintain good environmental workplace practice			
		2.2	Evaluate work practices seeking areas for improvements			
		2.3	Present clear and detailed recommendations to the relevant person			
		2.4	Complete and process documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 62: Understand how to monitor and improve environmental good practice in food operations

Unit reference number: K/602/1714

QCF level: Level 3

Credit value: 3

Guided learning hours: 18

Unit aim

This unit supports workforce development for those who understand how to monitor and improve environmental good practice in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and improving environmental good practice 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 follow organisational procedures for environmental good practice	<p>1.1 Explain organisational and legislative requirements relating to environmental damage</p> <p>1.2 Describe organisational policy relating to environmental good practice</p> <p>1.3 Describe levels of responsibilities of individual team members in relation to maintaining environmental good practice</p> <p>1.4 Explain why it is important not to exceed the limits of own authority</p>			
2 Know how to recognise environmental good practice	<p>2.1 Describe the types of pressures on the environment that may occur</p> <p>2.2 Explain how environmental pressures should be taken into account when planning work</p> <p>2.3 Describe the methods that can be used to minimise environmental damage</p> <p>2.4 Explain how the efficient use of resources contributes to maintaining environmental good practice</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to improve environmental good practice	3.1	Explain why it is important to follow reporting procedures for environmental accidents and near misses			
		3.2	Describe methods of presenting recommendations			
		3.3	Explain how to create systems for presenting recommendations			
		3.4	Explain why evaluating and reflecting on feedback concerning recommendations is important			
		3.5	Describe how feedback can be used to shape further recommendations			
		3.6	Describe how environmental good practice can be adopted or improved			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 63: Contribute to the maintenance of plant and equipment in food operations

Unit reference number: T/601/2921

QCF level: Level 2

Credit value: 3

Guided learning hours: 30

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>2.1 Monitor and adhere to food safety, health and safety environmental procedures</p> <p>2.2 Ensure that maintenance activities are undertaken using correct tools, materials, equipment and techniques</p> <p>2.3 Identify defects and discrepancies in components and take the necessary corrective action</p> <p>2.4 Minimise the wastage of consumable items and other materials and dispose of non-reusable materials correctly</p> <p>2.5 Evaluate maintenance activities for effectiveness</p> <p>2.6 Make recommendations to relevant people about identified improvements</p> <p>2.7 Ensure that work which cannot be completed within the agreed schedule is recorded and reported to the relevant people</p> <p>2.8 Maintain effective spoken and written communication with your managers and colleagues</p> <p>2.9 Complete and process documentation</p> <p>2.10 Leave plant and equipment safe, tidy and fit for future use</p>			

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

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

Unit 64: Understand how to contribute to the maintenance of plant and equipment in food operations

Unit reference number: A/601/2922

QCF level: Level 2

Credit value: 3

Guided learning hours: 20

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 Outline the importance of working to the health and safety and food safety standards</p> <p>1.2 Describe the activities that can be carried out within own limits of authority</p> <p>1.3 List the equipment required for maintenance</p> <p>1.4 Describe the importance of meeting maintenance documentation requirements</p> <p>1.5 Outline how to make the plant or equipment safe before maintenance</p> <p>1.6 Describe how to access types of information to aid maintenance</p>			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 65: Store goods and materials in food operations

Unit reference number: A/601/4623

QCF level: Level 2

Credit value: 3

Guided learning hours: 24

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Select and handle goods and materials safely and hygienically	1.1	Identify the stock to be put in the storage location			
	1.2	Maintain the storage location hygienically and safely			
	1.3	Meet customers' requirements for storage facilities			
	1.4	Follow safe and hygienic working practices			
	1.5	Use handling techniques to maintain stock condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Store goods and materials in allocated locations	2.1	Check product to ensure it meets customer or company specification			
		2.2	Store stock in correct location and allocated space to ensure the best use of available space			
		2.3	Ensure that stock can be accessed according to stock rotation procedures			
		2.4	Report difficulties in placing goods and materials to the relevant person			
		2.5	Carry out storage procedures within the specified time			
3	Check and complete documentation	3.1	Complete stock records and pass them on promptly			
		3.2	Ensure documentation is complete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 66: Understand how to store and organise goods and materials in food operations

Unit reference number: F/601/4624

QCF level: Level 2

Credit value: 4

Guided learning hours: 25

Unit aim

This unit supports workforce development for those who understand how to store and organise goods and materials in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know suitable storage locations for goods and materials	<p>1.1 State types of goods and materials in storage</p> <p>1.2 Describe the storage requirements for the range and types of goods and materials available</p> <p>1.3 Describe characteristics of storage facilities and locations</p> <p>1.4 State the importance of selecting suitable storage locations for specific goods and materials</p> <p>1.5 Describe the importance of storing items in the most suitable location and action to be taken if it is not suitable or unavailable</p> <p>1.6 Assess the suitability of storage locations in relation to the quantity, quality and shelf life of the goods and materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with damage to goods, materials and equipment	2.1 Describe checks of goods and materials to ensure they comply with company specifications 2.2 List how to deal with types of equipment defects 2.3 Describe the types of handling and securing equipment 2.4 State the importance of reporting damaged goods and materials 2.5 Outline the costs associated with damaged goods and materials			
3 Know the safety, security and environmental conditions for transport and storage of goods and materials	3.1 Describe the importance of checking the storage transfer route for hazards 3.2 Outline the different security, safety and environmental conditions 3.3 State regulations applicable to storage e.g. COSHH 3.4 Describe handling methods that will prevent damage and contamination of goods and materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the organisational communication and documentation procedures	4.1	Describe information contained on goods, materials and documentation that is relevant			
		4.2	State the importance of complete and accurate documentation			
		4.3	Describe the communication structures and procedures within your company			
		4.4	Describe the importance of effective communication within the organisation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 67: Supply materials for production in food operations

Unit reference number: J/601/4625

QCF level: Level 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit supports workforce development for those who supply materials for production in a food business.

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Match production needs with availability of supplies	1.1	Identify the service and supply needs of the production area and work stations			
		1.2	Select and check the supplies to meet the demands of production			
		1.3	Report discrepancies in the supplies to the relevant person			
2	Maintain supply of materials to production area and work stations	2.1	Store specified levels of supplies to meet production demands			
		2.2	Maintain the specified levels of supplies to meet production demands			
		2.3	Transfer the required quantities of supplies to the production areas and work stations			
		2.4	Follow safe and hygienic working practices			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 68: Understand how to supply materials for production in food operations

Unit reference number: L/601/4626

QCF level: Level 2

Credit value: 3

Guided learning hours: 17

Unit aim

This unit supports workforce development for those who understand how to supply materials for production in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 determine sufficiency of supplies of food and drink materials to meet production requirements	1.1	State how to identify the service and supply needs of the production area and work stations			
		1.2	State the importance of identifying service and supply requirements			
		1.3	Describe the specific levels of supplies to be maintained at the production area and work stations			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Knows how to maintain supplies to ensure smooth running in production	2.1	State the operational requirements for supplies and how short supplies of materials affect production runs			
	2.2	Describe the types and quantities of materials used in the production process			
	2.3	State the importance of allocating specific areas for supplies to the production area and work stations			
	2.4	Describe why allocated supply areas should be utilised			
	2.5	Describe how to store supplies			
	2.6	State the importance of reporting discrepancies in supplies			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 69: Produce product packs in food operations

Unit reference number: A/601/8297

QCF level: Level 2

Credit value: 3

Guided learning hours: 10

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Produce individual product packs	2.1 Use packaging equipment 2.2 Follow organisational procedures to respond to operating problems 2.3 Check equipment is supplied with product and packing materials 2.4 Check pack quality and quantity and take appropriate action in response to defects 2.5 Meet targets for the quality and quantity of products to be packed 2.6 Make sure that there is minimal waste during packaging			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 70: Understand how to produce product packs in food operations

Unit reference number: F/601/8298

QCF level: Level 2

Credit value: 3

Guided learning hours: 25

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 State the expected rate of use of product and materials</p> <p>1.2 Outline what action to take if the supply of product and materials is interrupted</p> <p>1.3 State why it is important to control consumables to match the packing run</p> <p>1.4 Outline how to measure the quantity of product to go into the packs</p> <p>1.5 State why it is important to supply the specified materials in the specified quantity and on time</p> <p>1.6 State why it is important to meet output targets</p>			
2 Know how to control production of product packs	<p>2.1 State why it is important to monitor operations</p> <p>2.2 State why it is important to work within the limits own authority and ability</p> <p>2.3 State why it is important to control consumables to match the packing run</p>			

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 71: Pack orders for despatch in food operations

Unit reference number: R/601/4627

QCF level: Level 2

Credit value: 1

Guided learning hours: 6

Unit aim

This unit supports workforce development for those who pack orders for despatch in a food business.

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Pack orders to specification for despatch in food operations	1.1	Identify the correct order documentation for packing orders for despatch			
	1.2	Identify the correct equipment, location and materials for packing orders			
	1.3	Follow the organisation's procedures for packing orders and for storing and positioning packed goods before despatch			
	1.4	Report any damage to or problems with packing and storage equipment to the appropriate person			
	1.5	Check that movable items of equipment are immobilised when packing orders			
	1.6	Check that packed orders match quality and quantity specifications			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 72: Understand how to pack orders for despatch in food operations

Unit reference number: Y/601/4628

QCF level: Level 2

Credit value: 1

Guided learning hours: 6

Unit aim

This unit supports workforce development for those who understand how to pack orders for despatch in food operations.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Know how to pack orders to specification for despatch in food operations	1.1	State the importance of avoiding contamination and damage when packing orders for despatch			
	1.2	Describe how to work when packing orders for despatch from verbal and written instructions and within the required timescales			
	1.3	List types and uses of packing materials			
	1.4	List the types and methods of packing orders to specified quality and quantity			
	1.5	State the importance of reporting any defects in packing equipment immediately			
	1.6	Describe the importance of securing mobile equipment when packing orders for despatch			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 73: Palletise and wrap products in food operations

Unit reference number: D/502/7449

QCF level: Level 2

Credit value: 3

Guided learning hours: 21

Unit aim

This unit supports workforce development for those who palletise and wrap products in a food business.

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Carry out checks before palletising and wrapping products	1.1	Confirm palletising and wrapping instructions			
		1.2	Check that palletising and wrapping materials and products are available			
		1.3	Check that palletising and wrapping equipment is available and fit for use			
		1.4	Follow the organisation's procedures to inform the appropriate people if additional equipment or services are not available for palletising and wrapping			
		1.5	Identify the cases and packs to be palletised and wrapped			
2	Carry out palletising and wrapping	2.1	Start up palletising and wrapping equipment in sequence			
		2.2	Build pallet loads that are within specification			
		2.3	Follow the organisation's procedures to deal with pallet loads that are outside of specification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish palletising and wrapping	<p>3.1 Achieve the required output to specification when palletising and wrapping products</p> <p>3.2 Check the amount of palletising and wrapping materials consumed during the run</p> <p>3.3 Return surplus materials when the run is finished</p> <p>3.4 Shut down equipment used when the run is complete</p> <p>3.5 Follow the organisations procedures to deal with waste or scrap materials</p> <p>3.6 Check that equipment used is made ready for the next production run</p> <p>3.7 Complete all records relating to palletising and wrapping products</p> <p>3.8 Make packs and pallets ready for movement to the next location when the run is complete</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Ensure that the process of palletising and wrapping products in food operations works effectively	4.1	Replenish packing material when necessary when palletising and wrapping products			
	4.2	Maintain required output rates when palletising and wrapping products			
	4.3	Ensure that there is economical use of: <ul style="list-style-type: none"> - materials - equipment - services - when palletising and wrapping products 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 74: Understand how to palletise and wrap products in food operations

Unit reference number: R/502/7450

QCF level: Level 2

Credit value: 2

Guided learning hours: 6

Unit aim

This unit supports workforce development for those who understand how to palletise and wrap products in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to carry out checks before palletising and wrapping products	1.1 List industry regulation relevant to palletising and wrapping products 1.2 Describe how to obtain information about palletising and the materials used. 1.3 Describe how to check the condition of tools and equipment 1.4 State the limits of own authority			
2 Know how to carry out palletising and wrapping	2.1 Describe the organisation's procedures for action to take to report faults in product, materials and equipment. 2.2 List the services required for palletising and wrapping products 2.3 Describe handling requirements when carrying out palletising and wrapping of products 2.4 State how damage or deterioration to products can be avoided 2.5 Describe the organisation's procedures for dealing with interruption to the supply of products, materials and services 2.6 Explain the purpose of coding and labelling information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to finish palletising and wrapping of products	3.1	State the necessity to prepare for the next production run			
		3.2	State the necessity to ensure that packed or wrapped products are ready for transfer to the next location			
		3.3	State the reason for keeping records			
		3.4	Describe how to communicate with the relevant people throughout the process			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 75: Prepare orders for despatch in food operations

Unit reference number: M/602/1715

QCF level: Level 2

Credit value: 3

Guided learning hours: 19

Unit aim

This unit supports workforce development for those who prepare orders for despatch in a food business.

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>1.1 Prepare to assemble orders</p> <p>1.2 Obtain packing and despatch documentation for individual customers</p> <p>1.3 Prepare work area to ensure conditions suitable for order preparation</p> <p>1.4 Obtain packaging materials and resources for the preparation of orders</p> <p>1.5 Identify locations of selected items</p> <p>1.6 Take action in response to operating problems</p> <p>1.7 Maintain communication throughout the process</p>			
2	<p>2.1 Assemble orders</p> <p>2.2 Select and assemble the specified goods to match despatch documentation</p> <p>2.3 Identify and report any discrepancies or difficulties with preparing consignments</p> <p>2.4 Take action in response to operating problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare orders	3.1	Secure assembled order ready for despatch			
		3.2	Check that the prepared consignment matches the despatch instructions			
		3.3	Handle packaged products in a manner which maintains their quality and condition			
		3.4	Complete and label orders according to specification			
		3.5	Maintain condition of work area throughout process			
4	Finish order preparation	4.1	Dispose of waste according to organisational procedures			
		4.2	Make equipment and work area ready for future use after completion of the process			
		4.3	Complete all records			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 76: Understand how to prepare orders for despatch in food operations

Unit reference number: M/602/1696

QCF level: Level 2

Credit value: 3

Guided learning hours: 20

Unit aim

This unit supports workforce development for those who understand how to prepare orders for dispatch in a food manufacturing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing orders for despatch. It can be assessed on or off the job.

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know what the requirements are for preparing orders for despatch in food operations	1.1	Describe the facilities required to despatch food products			
		1.2	State why it is important to work within limits of own authority and competence			
		1.3	Describe how to carry out recording, reporting and communication and the importance of this			
2	Know how to assemble orders for despatch in food operations	2.1	Describe how to assemble orders so that the quality of packaged materials is maintained			
		2.2	State how to obtain and interpret packing and despatch documentation			
		2.3	State the different types of packaging used for despatch			
		2.4	Outline how to assess the condition of packing materials			
		2.5	Describe how to monitor and assess the quality of packaging			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to prepare orders for despatch in food operations	3.1	Describe how to prepare products for despatch			
		3.2	State how to recognise the quality of product			
		3.3	Outline the labelling and despatch instructions			
		3.4	Describe how to check consignment notes against instructions			
		3.5	Describe how to handle packaged product to maintain condition and quality			
		3.6	Describe how to identify packaged product			
4	Know how to finish preparing orders for despatch in food operations	4.1	State the action to take when the process specification is not met			
		4.2	Describe how to deal with order discrepancies			
		4.3	State why it is important to dispose of waste according to specified procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 77: Control manual size reduction in food manufacture

Unit reference number: K/502/7468

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare for manual size reduction	1.1	Check product specifications at the specified time			
		1.2	Make sure that the material for size reduction is available and fit for use			
		1.3	Take action in response to operating problems			
		1.4	Maintain communication throughout the process			
2	Carry out manual size reduction	2.1	Handle and store materials and products in a manner which maintains quality			
		2.2	Achieve the output to the required specification			
		2.3	Make sure the product is transferred to the next stage in the manufacturing operation			
		2.4	Take action in response to operating problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Finish manual size reduction	3.1	Deal with materials that can be recycled or re-worked according to specified procedures			
		3.2	Dispose of waste according to specified procedures			
		3.3	Make equipment and the immediate work area ready for future use after completion of the process			
		3.4	Complete all records			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 78: Understand how to control manual size reduction in food manufacture

Unit reference number: H/502/7470

QCF level: Level 2

Credit value: 3

Guided learning hours: 17

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to control manual size reduction in food manufacture	<p>1.1 Describe what equipment and materials to use and in what quantity</p> <p>1.2 Outline how to obtain and interpret the relevant process specification</p> <p>1.3 Outline how to establish fitness for use of material and how to deal with material which is not fit for use</p> <p>1.4 State why it is important to work within limits of own authority and competence</p> <p>1.5 Describe how to carry out and the importance of recording, reporting and communicating</p>			
2 Know how to control manual size reduction	<p>2.1 Describe how to carry out the process in an efficient manner, and the importance of this</p> <p>2.2 Describe what operating problems are associated with size reduction and the appropriate response to make</p> <p>2.3 Outline what might happen if material was used which was not fit for use</p> <p>2.4 Describe how and when to seek assistance</p> <p>2.5 Describe the action to take when the process specification is not met</p> <p>2.6 Outline how to follow work instructions, and the importance of doing so.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to complete manual size reduction	3.1	Describe how to deal with items that can be recycled or re-worked			
		3.2	Describe how to dispose of waste, and the importance of this			
		3.3	Outline how to make equipment ready for future use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 79: Control slicing in food manufacture

Unit reference number: R/601/4613

QCF level: Level 2

Credit value: 3

Guided learning hours: 17

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 80: Carry out product changeovers in food manufacture

Unit reference number: H/601/8309

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Unit 81: Understand how to carry out product changeovers in food manufacture

Unit reference number: Y/601/8310

QCF level: Level 2

Credit value: 2

Guided learning hours: 16

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 State why the changeover is taking place</p> <p>1.2 State the time allowed for changeovers</p> <p>1.3 State the limits of own authority, and the importance of working within them</p> <p>1.4 Outline the procedures for authorisation to work, isolation of equipment and services and what may happen if they are not followed</p> <p>1.5 Describe how to communicate and record information to meet specifications and the importance of doing so</p> <p>1.6 State how to obtain and interpret specifications</p> <p>1.7 Describe what may happen if specifications are not interpreted correctly</p>			
2 Know how to carry out product changeovers	<p>2.1 State the functions and use of machine parts, tools and safety equipment needed for changeovers</p> <p>2.2 State the key materials and resources that are required and how to check their suitability for use</p> <p>2.3 State the effect critical control settings have on quality and production volumes</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	State why it is important to notify the relevant person that a changeover has been completed and what may happen if this is not done			
		2.5	State the importance of keeping accurate and prompt records			
3	Know how to deal with problems during changeovers	3.1	Outline difficulties and problems that might arise during changeovers and the action to be taken in each case			
		3.2	Explain why cleaning is important and what may happen if this is not done when required			
		3.3	Outline the appropriate action to take when change parts are removed and describe what may happen if this is not done			
		3.4	Describe how to recognise wear and tear on change parts			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 82: Contribute to problem diagnosis in food manufacture

Unit reference number: Y/601/2944

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

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/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 83: Understand how to contribute to problem diagnosis in food manufacture

Unit reference number: D/601/2945

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 84: Control weighing in food manufacture

Unit reference number: T/602/1702

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Prepare to weigh food products following company procedures	<p>1.1 Assemble equipment and materials for weighing</p> <p>1.2 Make sure there is a free flow of product for weighing and deal with any problems if not</p> <p>1.3 Set up weighing equipment</p> <p>1.4 Check that space is available to receive weighed products and deal with any problems if not</p>			
2	Carry out weighing operations following company procedures	<p>2.1 Monitor the flow of product for weighing and deal with any problems</p> <p>2.2 Carry out the weighing operation</p> <p>2.3 Deal with any variations to company specifications during weighing</p> <p>2.4 Monitor the output of product to the correct place and deal with any build-up</p> <p>2.5 Identify and dispose of waste and product not meeting customer specifications to the correct place</p>			

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

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

Unit 85: Shut down plant and equipment in food manufacture

Unit reference number: H/502/7467

QCF level: Level 2

Credit value: 2

Guided learning hours: 6

Unit aim

This unit supports workforce development for those who shut down plant and equipment in food manufacture in a food business. The unit is designed for use primarily by team leaders and others who carry out these workplace activities.

The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Unit 86: Understand how to shut down plant and equipment in food manufacture

Unit reference number: M/502/7469

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

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

The unit is designed for use primarily by team leaders and others who carry out these workplace activities.

The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 87: Control temperature reduction in food manufacture

Unit reference number: Y/601/4631

QCF level: Level 2

Credit value: 3

Guided learning hours: 20

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 88: Contribute to problem resolution in food manufacture

Unit reference number: H/601/2946

QCF level: Level 2

Credit value: 3

Guided learning hours: 13

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 89: Understand how to contribute to problem resolution in food manufacture

Unit reference number: K/601/2947

QCF level: Level 2

Credit value: 2

Guided learning hours: 18

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 90: Control wrapping in food manufacture

Unit reference number: D/601/4632

QCF level: Level 2

Credit value: 3

Guided learning hours: 17

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 91: Understand how to control processes in food manufacture

Unit reference number: Y/601/4614

QCF level: Level 2

Credit value: 4

Guided learning hours: 26

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 State the purpose and importance of the process</p> <p>1.2 Describe how to obtain the necessary resources for the process</p> <p>1.3 State what recording, reporting and communication is needed during processing</p> <p>1.4 Outline the importance of communication during process control</p> <p>1.5 Describe how to follow work instructions and why it is important to do so</p> <p>1.6 State the limits of your own authority and competence and the importance of working within them</p> <p>1.7 Outline when and how to seek help</p>			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 92: Slice and bag individual food products

Unit reference number: T/601/4653

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>Slice individual products</p> <p>1.1 Check the available products against instructions and specifications and take action on discovering any discrepancy</p> <p>1.2 Select slicing equipment</p> <p>1.3 Check the operating condition of slicing equipment</p> <p>1.4 Load the slicing equipment according to specified procedures, ensuring safety devices are activated</p> <p>1.5 Slice products to specification</p> <p>1.6 Position the products for further processing</p>			
2	<p>Bag individual products</p> <p>2.1 Check the available sliced products against instructions and specifications, taking action on discovering any discrepancy</p> <p>2.2 Select the specified bags and closures for use</p> <p>2.3 Check bagging and closure equipment for cleanliness and operation</p> <p>2.4 Bag sliced products to specification</p> <p>2.5 Close bagged products to specification</p> <p>2.6 Place bagged products in the required condition and location, for further processing</p>			

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

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

Unit 93: Understand how to slice and bag individual food products

Unit reference number: R/601/4658

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 94: Weigh/measure ingredients manually in food manufacture

Unit reference number: L/503/0136

QCF level: Level 2

Credit value: 2

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who weigh/measure ingredients manually in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, manually weighing/measuring ingredients in food manufacturing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to weigh/measure ingredients	<p>1.1 Select and use personal protective clothing and equipment required</p> <p>1.2 Locate documents detailing ingredients and tools and equipment required, to include:</p> <ul style="list-style-type: none"> - product recipes - equipment specifications - standard operating procedures <p>1.3 Select tools and equipment and work area, and check that they are available and fit for use</p> <p>1.4 Source ingredients to be weighed/measured</p> <p>1.5 Take action to deal with any ingredients that do not comply with quality specification</p> <p>1.6 Establish and maintain communication with relevant people</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Weigh/measure ingredients using manual methods	2.1	Weigh/measure ingredients following standard operating procedures			
		2.2	Check recipes and adjust quantity of ingredients if required			
		2.3	Transfer weighed/measured ingredients to containers			
		2.4	Label weighed/measured ingredients			
		2.5	Store weighed/measured ingredients			
		2.6	Deal with any faults or problems within limits of own authority			
		2.7	Complete and process documentation according to organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 95: Understand how to weigh/measure ingredients manually in food manufacture

Unit reference number: M/503/0159

QCF level: Level 2

Credit value: 2

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who understand how to manually weigh/measure ingredients in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when manually weighing/measuring ingredients. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 weigh/measure ingredients	<p>1.1 Outline the regulatory and organisational requirements for weighing/measuring ingredients</p> <p>1.2 Describe how to source the work area, tools and equipment required and importance of using the correct tools/equipment for the types of ingredients</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 List common factors that can affect the quality of ingredients during handling. weighing/measuring and storage</p> <p>1.5 State how to report non availability of ingredients and source alternatives</p> <p>1.6 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to weigh/measure ingredients	2.1	Describe the importance of handling ingredients at their optimum temperature and condition			
		2.2	Outline how to avoid contamination during weighing/measuring and potential consequences of not doing so			
		2.3	Explain how to use product specifications or recipes to calculate and adjust ratios of ingredients			
		2.4	Outline how to label and store weighed/measured ingredients ready for further processing			
		2.5	Outline how to complete organisational documentation and the importance of this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 96: Mix/blend ingredients manually in food manufacture

Unit reference number: H/503/0160

QCF level: Level 2

Credit value: 2

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who mix/blend ingredients manually in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, manually mixing/blending ingredients in food manufacturing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to mix/blend ingredients	<p>1.1 Select and use personal protective clothing and equipment required</p> <p>1.2 Locate documents detailing ingredients and tools and equipment required, to include:</p> <ul style="list-style-type: none"> - product recipes - equipment specifications - standard operating procedures <p>1.3 Select tools and equipment and work area, and check that they are available and fit for use</p> <p>1.4 Source ingredients to be mixed/blended</p> <p>1.5 Take action to deal with any ingredients that do not comply with quality specification</p> <p>1.6 Establish and maintain communication with relevant people</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Mix/blend ingredients using manual methods	2.1	Mix/blend ingredients following standard operating procedures			
		2.2	Label mixed/blended ingredients			
		2.3	Transfer mixed/blended ingredients to next stage of process			
		2.4	Deal with any faults or problems within limits of own authority			
		2.5	Complete and process documentation according to organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 97: Understand how to mix/blend ingredients manually in food manufacture

Unit reference number: K/503/0161

QCF level: Level 2

Credit value: 2

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who understand how to manually mix/blend ingredients in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when manually mixing/blending ingredients. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 mix/blend ingredients	<p>1.1 Outline the regulatory and organisational requirements for mixing/blending ingredients</p> <p>1.2 Describe how to source the work area, tools and equipment required and importance of using the correct tools/equipment for the types of ingredients and recipe</p> <p>1.3 Describe the importance of using personal protective equipment and clothing required for processing</p> <p>1.4 Describe the differences between mixing and blending and purpose of each</p> <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know how to mix/blend ingredients manually	2.1	Describe the importance of loading ingredients at the correct temperature, weight/volume and order and what might happen if this is not done			
	2.2	Outline how to avoid contamination during mixing/blending and potential consequences of not doing so			
	2.3	State problems that can occur if the mixer/blender is overloaded			
	2.4	Outline how to label and store mixed/blended ingredients ready for further processing			
	2.5	Outline how to complete organisational documentation and the importance of this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 98: Wrap products manually in food manufacture

Unit reference number: T/503/0163

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who wrap products manually in food manufacturing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, manually wrapping products in food manufacturing. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>1.1 Prepare to wrap products</p> <p>1.2 Select and use personal protective clothing and equipment required</p> <p>1.3 Wash hands complying with organisational hygiene specifications</p> <p>1.4 Locate the specification detailing wrapping requirements</p> <p>1.5 Select tools and equipment and work area, and check that they are available and fit for use</p> <p>1.6 Source product to be wrapped</p> <p>1.7 Check that products comply with quality specifications</p> <p>1.8 Take action to deal with any product or wrap that does not comply with quality specifications</p> <p>1.9 Establish and maintain communication with relevant people</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Wrap products	2.1	Wrap product to specification, using manual wrapping methods			
		2.2	Seal wrapped product to specification			
		2.3	Transfer wrapped product to next stage of process or storage			
		2.4	Deal with any faults or problems within limits of own authority			
		2.5	Complete and process documentation according to organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 99: Understand how to wrap products manually in food manufacture

Unit reference number: J/503/0166

QCF level: Level 2

Credit value: 2

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who understand how to wrap products manually in food manufacture.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when manually mixing/blending ingredients. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 wrap products	<p>1.1 Outline the regulatory and organisational requirements for wrapping using manual methods</p> <p>1.2 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - wrapping quality specifications - product specifications - standard operating procedures <p>1.3 Describe how to source the work area, equipment and resources required for wrapping</p> <p>1.4 Describe the importance of using personal protective equipment and clothing required for wrapping</p> <p>1.5 State the importance of following hand washing and hygiene procedures when wrapping products</p> <p>1.6 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to wrap products manually	2.1	Outline how to source and select wrap and sealant for different types products			
		2.2	State how to source product to be wrapped			
		2.3	Outline how to avoid contamination during wrapping and potential consequences of not doing so			
		2.4	Outline how to complete organisational documentation and the importance of this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 100: Operate manual dispensers in food manufacture

Unit reference number: R/503/0168

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who operate manual food dispensers in food manufacturing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, operating manual dispensers in food manufacturing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 operate a manual dispenser	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate the specification and standard operating procedures for dispensing and packaging			
		1.3	Select resources, equipment and work area, and check that they are available and fit for use			
2	Operate a manual dispenser	2.1	Dispense product into packaging according to specification			
		2.2	Transfer dispensed product to next stage of process or storage			
		2.3	Deal with any faults or problems within limits of own authority			
		2.4	Complete and process documentation according to organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 101: Understand how to operate manual dispensers in food manufacture

Unit reference number: Y/503/0172

QCF level: Level 2

Credit value: 2

Guided learning hours: 9

Unit aim

This unit supports workforce development for those who understand how operate manual dispensers in food manufacturing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating manual dispensers 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 operate manual dispensers	<p>1.1 Outline the regulatory and organisational requirements for operating manual dispensers</p> <p>1.2 Describe how to access, and the importance of adhering to:</p> <ul style="list-style-type: none"> - dispensing specifications - packaging specifications - standard operating procedures <p>1.3 Describe how to source and select the work area, equipment and resources required for dispensing</p> <p>1.4 Outline the importance of using personal protective equipment and clothing required for dispensing</p> <p>1.5 Describe the importance of working with limits of own authority and dealing with problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to operate manual dispensers	2.1	Outline how dispense products into packaging			
		2.2	State how to source product to be dispensed			
		2.3	Describe how to avoid contamination during dispensing and potential consequences of not doing so			
		2.4	Outline how to complete organisational documentation and the importance of this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 102: Control container filling in food manufacture

Unit reference number: D/503/0173

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce development for those who control container filling in food manufacturing.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling filling in food manufacturing. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 control container filling	1.1	Select and use personal protective clothing and equipment required			
		1.2	Locate specifications detailing filling and packaging requirements			
		1.3	Select tools, equipment and work area, and check that they are available and fit for use			
		1.4	Take action to deal with problems within limit of own responsibility			
		2.1	Select the type of container required for packaging the product			
2	Control container filling	2.2	Control filling to specification			
		2.3	Make filled container available to next stage of process or storage			
		2.4	Complete and process documentation according to organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Contribute to sustainability in a food environment	1.1	Work according to the organisation's production specifications			
		1.2	Assess own performance to identify possible efficiency improvements			
		1.3	Report any opportunities to improve the efficiency of resource usage			
		1.4	Report variations in resource usage and any actions taken in response			
		1.5	Implement actions to improve the efficiency of resource usage			
		1.6	Work to avoid and minimise waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 104: Understand how to contribute to sustainable practice in food operations

Unit reference number: R/601/2926

QCF level: Level 2

Credit value: 2

Guided learning hours: 14

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 State what is meant by sustainable food manufacture</p> <p>1.2 Describe how efficient energy usage supports sustainable food manufacture</p> <p>1.3 List the social benefits of sustainable food manufacturing</p> <p>1.4 State why it is important to work to the organisation's production specifications</p> <p>1.5 Describe the impact on resource usage and sustainability of not working to the organisation's production specifications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to contribute to sustainable practice within the organisation</p>	<p>2.1 State how the efficient use of resources supports the economic sustainability of the organisation</p> <p>2.2 Describe each of the following as a resource, and the opportunities available for reducing their usage:</p> <ul style="list-style-type: none"> - water - energy - transport <p>2.3 Describe how the following support sustainable food manufacture:</p> <ul style="list-style-type: none"> - efficient use of water - minimising waste - efficient use of transport <p>2.4 Describe own responsibilities relevant to sustainable food manufacture</p> <p>2.5 State how to assess own performance for opportunities to improve efficiency</p> <p>2.6 Describe why it is important to report incidences of inefficient resource usage</p>			

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

Date: _____
Date: _____
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Unit 105: Carry out disinfection in food operations

Unit reference number: K/601/5184

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 106: Understand how to carry out disinfection in food operations

Unit reference number: T/601/5186

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 107: Control washing and drying machinery in food operations

Unit reference number: M/601/4666

QCF level: Level 2

Credit value: 3

Guided learning hours: 16

Unit aim

This unit supports workforce development for those who control washing and drying machinery in a food business.

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare machinery for washing and drying according to specifications and procedures	1.1 Check the availability of items for washing and drying against specifications 1.2 Set up washing and drying machinery 1.3 Start up washing and drying machinery and check that it is working 1.4 Deal with problems to maintain schedules 1.5 Maintain communication with others throughout the washing and drying process			
2 Operate washing and drying machinery according to specifications and procedures	2.1 Control the infeed of items for washing 2.2 Control the progress of items during washing and drying 2.3 Control the output of washed and dried products 2.4 Deal with substandard or damaged items 2.5 Control transfer of washed and dried items for further use 2.6 Use personal protective equipment during washing and drying			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Shut down washing and drying machinery	3.1	Shut down the washers and dryers			
		3.2	Remove and dispose of debris to specified procedures			
		3.3	Check and ensure that washers and dryers are ready for further use			
		3.4	Complete all records and reports			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 108: Understand how to control washing and drying machinery in food operations

Unit reference number: T/601/4670

QCF level: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit supports workforce development for those who understand how to control washing and drying machinery in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know about controlling washing and drying machinery according to specifications and procedures</p>	<p>1.1 Outline how to follow procedures for setting up, starting up, controlling and shutting down washing and drying machinery</p> <p>1.2 Describe where to access procedures and why it is important to follow them</p> <p>1.3 Outline the importance of recognising the correct settings for the types of items to be washed and dried</p> <p>1.4 Explain the importance of checking that items have been washed and dried</p> <p>1.5 Describe the limits of own authority and why it is important to work within them</p> <p>1.6 State the procedures for communicating, reporting and recording and the importance of following them</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to deal with problems during the washing and drying process	2.1	Explain how to recognise and deal with items that do not meet specification by isolating and reporting for maintenance or replacement			
		2.2	Outline the importance of working within procedures			
		2.3	Describe common sources of item damage during washing and drying			
		2.4	Describe how to avoid damaging items and what might happen if this is not done			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 109: Sharpen cutting tools for use in food operations

Unit reference number: T/602/0632

QCF level: Level 2

Credit value: 2

Guided learning hours: 7

Unit aim

This unit supports workforce development for those who sharpen cutting tools for use in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, sharpening cutting tools for use 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Sharpen cutting tools	1.1	Identify when a cutting edge needs to sharpened and choose the appropriate method to sharpen it			
	1.2	Assemble the materials necessary to carry out sharpening			
	1.3	Sharpen the tool safely			
	1.4	Check that the cutting edge is at required sharpness			
	1.5	Clean the blade and cutting edge after sharpening to avoid residual contamination and risk to food safety			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Maintain the edge of cutting tools	2.1	Check regularly that the cutting edge is sharp enough for the task			
		2.2	Identify when the edge of the cutting tool needs further sharpening			
		2.3	Sharpen the cutting edge to make it suitable for the task			
		2.4	Make sure the blade and cutting edge present no risk of contamination to the product			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 110: Understand how to sharpen cutting tools for use in food operations

Unit reference number: F/602/0634

QCF level: Level 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit supports workforce development for those who understand how to sharpen cutting tools for use in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 maintaining sharp edges on cutting tools	1.1	Describe the importance of maintaining sharp edges on cutting tools				
		1.2	Describe the problems caused by using blunt-edged cutting tools				
		1.3	Describe what causes blunting and damage to cutting edges				
		1.4	State the company procedures for dealing with worn, damaged or broken cutting tools				
		1.5	State the key principles of health and safety legislation relating to sharpening and handling of cutting tools				
2	Know how to sharpen cutting tools	2.1	Describe methods of sharpening cutting tools, including automated sharpening methods				
		2.2	Describe the materials used in the sharpening of cutting tools				
		2.3	Describe the methods for checking that the required sharpness of cutting edges has been achieved and why that is important				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to maintain sharp edges on cutting tools	3.1	Describe how to check that cutting edges are sharp and effective			
		3.2	Describe how to identify blunt cutting edges on cutting tools			
		3.3	Outline how to identify when cutting edges need corrective maintenance			
		3.4	Describe methods of carrying out corrective maintenance on cutting edges			
		3.5	Outline how to clean blades and cutting edges to make sure products are not contaminated and why that is important			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 111: Control hygiene cleaning in food operations

Unit reference number: J/601/8299

QCF level: Level 2

Credit value: 3

Guided learning hours: 23

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare for cleaning according to company procedures and specifications</p>	<p>1.1 Establish cleaning requirements</p> <p>1.2 Select cleaning equipment</p> <p>1.3 Make sure the working area is in a safe state by:</p> <ul style="list-style-type: none"> - checking and preparing all equipment and machinery before starting cleaning - isolating equipment and machinery where required <p>1.4 Protect or clear the area of raw materials or product</p> <p>1.5 Take actions within the limits of own authority throughout the preparation process</p> <p>1.6 Maintain communication throughout the preparation process</p>			

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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Complete cleaning according to company procedures and specifications	3.1	Make sure the area is cleaned to agreed specifications			
	3.2	Re-instate plant, equipment and work areas and leave them fit for future use			
	3.3	Ensure cleaning materials and equipment and personal protective equipment (PPE), are returned to the right storage place in the specified condition			
	3.4	Identify, report and take action to deal with signs of contamination, damage or environmental issues			
	3.5	Dispose of waste or debris			
	3.6	Complete the required records and reports			

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

Unit 112: Understand how to control hygiene cleaning in food operations

Unit reference number: M/601/8300

QCF level: Level 2

Credit value: 3

Guided learning hours: 28

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 Describe the types of unexpected situations that may occur when cleaning and how to deal with them</p> <p>1.2 State when a permit to work is required and what might happen if it is not obtained before cleaning starts</p> <p>1.3 Outline the importance of following company standards for the sequence of cleaning</p> <p>1.4 State the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done</p> <p>1.5 Outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done</p>			
2 Understand how to prepare for hygiene cleaning in food operations safely	<p>2.1 Outline the importance of organising and coordinating the cleaning process</p> <p>2.2 State how to use cleaning instructions and the risks involved in not following them</p> <p>2.3 Outline the precautions to take to ensure that the product is not contaminated by cleaning materials and what to do if it is</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to carry out hygiene cleaning in food operations safely	<p>3.1 State how to check personal protective equipment (PPE) is fit for purpose and how to use it</p> <p>3.2 Outline what will happen if PPE is not used and what to do with equipment that is unfit for use</p> <p>3.3 State how to use guards and warning notices and the possible consequences of not doing so</p> <p>3.4 Describe how to ensure the complete removal of cleaning materials and what may happen if this is not done</p> <p>3.5 State the actions to take if the cleaning cannot be completed within specified times</p>			
4 Understand how to complete hygiene cleaning in food operations safely	<p>4.1 State reasons for sampling and what may happen if it is not carried out according to specified procedures</p> <p>4.2 Outline the specified waste disposal procedures and what may happen if they are not followed</p> <p>4.3 Outline the special precautions that need to be taken regarding potentially hazardous waste and what to do if something goes wrong</p>			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	4.4	Describe the importance of identifying, reporting and handling any signs of: <ul style="list-style-type: none"> - contamination - damage - environmental concerns 				
	4.5	State the importance of keeping records and what might happen if this is not done				
	4.6	State the importance of communicating and what may happen if this is not done				

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

Unit 113: Deal effectively with waste in food operations

Unit reference number: L/602/0636

QCF level: Level 2

Credit value: 2

Guided learning hours: 8

Unit aim

This unit supports workforce development for those who deal effectively with waste in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, deal effectively with waste 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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Separate waste according to company procedures	1.1	Separate waste			
		1.2	Handle waste safely and hygienically			
		1.3	Put waste in the correct place			
		1.4	Keep waste in the correct place and separated from ingredients and products			
		1.5	Use correct tools and equipment for the handling of waste			
		2	Store waste according to company procedures	2.1	Remove waste from production areas	
		2.2	Store waste following company procedures			
		2.3	Check production areas for waste that should be removed			
		2.4	Contain waste and avoid spillage when moving waste in production areas			
		2.5	Identify and deal with problems associated with the collection and storage of waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 114: Understand how to deal effectively with waste in food operations

Unit reference number: R/602/0637

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

This unit supports workforce development for those who understand how to deal effectively with waste in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 different forms of waste	<p>1.1 Identify different forms of waste, to include:</p> <ul style="list-style-type: none"> - solid - liquid - hazardous - recyclable <p>1.2 Identify types of hazardous waste, to include:</p> <ul style="list-style-type: none"> - unfit for human consumption - health and safety - legally restricted <p>1.3 Outline the importance of separating waste into types</p> <p>1.4 Describe how waste can be a source of contamination and cross-contamination</p> <p>1.5 State why some types of waste can be a valuable source of income</p> <p>1.6 Outline the cost of waste, to include:</p> <ul style="list-style-type: none"> - Penalty fees - Reduction in yield <p>1.7 Describe how to handle waste which is to be re-worked</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know about the procedures for handling and dealing with different types of waste	2.1	State the procedures for handling waste in production areas			
		2.2	State the procedures for dealing with different types of hazardous waste			
		2.3	State the procedures for dealing with waste intended for recycling			
		2.4	Outline the procedures for handling waste for rework or for further processing for human consumption and problems associated with this			
3	Know how to deal with waste safely	3.1	Outline how to use personal protective equipment when handling waste			
		3.2	Describe the hazards involved in the handling of waste			
		3.3	Outline hygiene and food safety problems associated with handling waste			
		3.4	Describe when to use extra cleaning materials and quantities required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know about the legal requirements for waste management	4.1	State the legal requirements for dealing with waste in food production areas			
		4.2	Outline why keeping records of waste is important			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 115: Monitor and control waste disposal in food operations

Unit reference number: T/602/0646

QCF level: Level 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit supports workforce development for those who monitor and control waste disposal in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring and controlling waste disposal 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 and control the storage and handling of waste	<p>1.1 Deposit separated waste into the specified storage locations in accordance with operational and statutory requirements</p> <p>1.2 Maintain waste storage areas and monitor them so that the specified levels are not exceeded</p> <p>1.3 Check that storage conforms to operational and statutory requirements</p> <p>1.4 Handle separated waste in ways which eradicate:</p> <ul style="list-style-type: none"> - the risks of cross-contamination - environmental nuisance - reduction of the commercial value of the waste - breach of statutory requirements <p>1.5 Complete the documentation and make it available to the relevant people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Organise and control the disposal of waste and despatch of by-products</p>	<p>2.1 Organise their own and others' work practices to enable the despatch of by-products and the disposal of waste to be carried out in accordance with operational and statutory requirements</p> <p>2.2 Take corrective action when problems occur within the limits of own authority, and report the actions taken to the relevant people</p> <p>2.3 Dispatch by-products to their specified destinations in accordance with operational and statutory requirements</p> <p>2.4 Dispose of waste in accordance with operational and statutory requirements</p> <p>2.5 Handle by-products and waste in ways which eradicate the risks of cross-contamination and non-conformance to operational and statutory requirements</p> <p>2.6 Complete the documentation and make it available to the relevant people</p>			

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

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

Unit 116: Understand how to monitor and control waste disposal in food operations

Unit reference number: M/602/4517

QCF level: Level 3

Credit value: 3

Guided learning hours: 29

Unit aim

This unit supports workforce development for those who understand how to monitor and control waste disposal in a food business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 and control waste disposal in food operations	<p>1.1 Outline the work practices to adopt and policies, procedures and instructions to follow when controlling waste disposal</p> <p>1.2 Explain how operational requirements affect work practices</p> <p>1.3 Explain the statutory regulations, applicable to the control and disposal of waste, and the importance of conforming to them</p> <p>1.4 Describe how to complete documentation and explain why accurate records are important</p> <p>1.5 Outline the recording and reporting procedures</p> <p>1.6 State who problems should be reported to</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	<p>Know how to control and organise waste separation</p> <p>2.1 Explain how to identify and solve problems</p> <p>2.2 Explain what cross-contamination is and its effects on waste separation</p> <p>2.3 Explain how to evaluate the risks of cross-contamination and how to reduce them</p> <p>2.4 Explain what constitutes environmental nuisance and how it can be minimised or avoided</p> <p>2.5 Explain how to maximise yield and minimise waste and the effect this has on the product and on the organisation</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to control and organise the storage and handling of waste	3.1	Describe how to handle and dispose of waste			
	3.2	Describe how to deposit waste in the specified storage locations and the importance of this			
	3.3	Outline the storage requirements of waste and how to check they are met			
	3.4	Describe the monitoring requirements relating to storing waste			
	3.5	Describe how to monitor the waste storage areas and the implications of poor maintenance			
	3.6	Explain the potential effects of storing waste above specified levels and the importance of not doing so			
	3.7	Explain the quality specifications to achieve and how handling and storage techniques affect them			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 117: Monitor and control the recovery and separation of by-products and waste disposal in food operations

Unit reference number: T/602/4518

QCF level: Level 3

Credit value: 2

Guided learning hours: 12

Unit aim

This unit supports workforce development for those who monitor and control the recovery and separation of by-products and waste disposal in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring and controlling the recovery and separation of by-products and waste disposal 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 and control the separation of by-products	<p>1.1 Organise their own and others' work practices to enable the separation of by-products from waste in accordance with operational requirements</p> <p>1.2 Separate by-products into the specified categories so that their future use and value is maintained</p> <p>1.3 Store by-products in accordance with operational and statutory requirements</p> <p>1.4 Achieve quality specification and maximum yield with minimum waste</p> <p>1.5 Take corrective action when deficiencies occur within the limits of own authority, and report the actions taken to the relevant people</p> <p>1.6 Forward by-products to their specified destinations in accordance with operational and statutory requirements</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise and control the separation of waste	<p>2.1 Separate waste into the specified categories to enable subsequent handling to conform to operational and statutory requirements</p> <p>2.2 Organise the storage of waste and monitor it to ensure it does not exceed levels that impede production and breach statutory requirements</p> <p>2.3 Handle waste in ways which eradicate the risks of cross-contamination and non-conformance to operational and statutory requirements</p> <p>2.4 Complete the documentation and make it available to the relevant people</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Organise and control the recovery of by-products for further processing	3.1	Organise their own and others' work practices to enable the by-products to be stored and recovered by specified category in accordance with operational requirements			
	3.2	Store specified categories of by-products in accordance with operational and statutory requirements			
	3.3	Handle and further process specified categories of by-products to achieve quality specifications, maximise yield and minimise waste			
	3.4	Forward by-products to their specified destinations in accordance with operational and statutory requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 118: **Understand how to monitor and control the recovery and separation of by-products in food operations**

Unit reference number: J/602/0649

QCF level: Level 3

Credit value: 3

Guided learning hours: 27

Unit aim

This unit supports workforce development for those who understand how to monitor and control the recovery and separation of by-products in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and controlling the recovery and separation of by-products in food operations. It can be assessed on or off the job.

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 and control the recovery of by-products in food operations	<p>1.1 Outline the work practices to adopt and the policies, procedures and instructions to follow when controlling recovery</p> <p>1.2 Explain how operational requirements affect work practices</p> <p>1.3 Explain the statutory regulations applicable to the control and recovery of by-products and the importance of conforming to them</p> <p>1.4 Describe how to complete documentation and the importance of accurate records</p> <p>1.5 Outline the recording and reporting procedures</p> <p>1.6 State who problems should be reported to</p>			
2 Know how to control and organise the separation of by-products	<p>2.1 Describe the types of, and uses for, by-products and waste, and the handling methods and techniques involved with each</p> <p>2.2 Explain why by-products and waste need to be separated into different categories</p> <p>2.3 Describe how to separate by-products and waste into the specified categories and what the categories are</p> <p>2.4 Describe the potential problems in organising and controlling the separation of by-products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Outline the quality standards related to separating by-products</p> <p>2.6 Explain how to achieve the quality specification, to maximise yield and minimise waste</p> <p>2.7 Describe the effect quality specifications have on the product and the organisation</p>			
3	<p>3.1 Know how to control and organise the recovery of by-products</p> <p>3.2 Describe how to recover, handle and store the different categories of by-products and waste</p> <p>3.3 Explain how to check by-products and waste and the importance of doing this</p> <p>3.4 Outline the further processes which the different categories of by-products can be subjected to</p> <p>3.5 Describe how to optimise future use and value of by-products</p> <p>3.6 Explain how to identify types of deficiencies that can occur, and how to take corrective action</p> <p>3.7 Explain by-product storage levels and requirements and how to check them</p> <p>3.8 Explain by-product and waste forwarding procedures and methods.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to control and organise the despatch of by-products	4.1	Describe how to forward by-products to their specified destination			
		4.2	Outline the despatch methods, policies and procedures			
		4.3	Explain how to despatch separated by-products to maximise yield and minimise waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 119: Work effectively with others in food operations

Unit reference number: H/601/2896

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>Work effectively in a team</p> <p>1.1 Work with others to meet the objectives of the team, own objectives and the organisation's objectives</p> <p>1.2 Make suggestions to improve work activities</p> <p>1.3 Use initiative to assist team members</p> <p>1.4 Respond to suggestions made by colleagues for the organisation</p> <p>1.5 Deal with differences of opinion in ways that do not cause offence</p> <p>1.6 Respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs</p>			
2	<p>Give and receive information to and from team colleagues</p> <p>2.1 Check the team have instructions for their work</p> <p>2.2 Demonstrate the team understand what is required of them to carry out work</p> <p>2.3 Actively seek information when necessary</p> <p>2.4 Advise others in the team using information that is up-to-date, relevant and accurate</p> <p>2.5 Provide information which will help team colleagues to achieve tasks</p>			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 120: Understand how to work effectively with others in food operations

Unit reference number: K/601/2897

QCF level: Level 2

Credit value: 2

Guided learning hours: 18

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 State the objectives of the team, own objectives and the organisation's objectives</p> <p>1.2 Describe the importance and key features of the organisation's procedures relating to:</p> <ul style="list-style-type: none"> - Health and safety - Food safety - Environmental health <p>1.3 Describe the organisation's grievance and disciplinary procedures</p> <p>1.4 State the importance of developing and keeping good working relationships with colleagues in the team</p> <p>1.5 Describe how to deal with differences of opinion without causing offence</p> <p>1.6 State the importance of showing respect for colleagues</p> <p>1.7 Demonstrate how to show respect to colleagues</p>			

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 121: Maintain product quality in food operations

Unit reference number: T/601/2899

QCF level: Level 2

Credit value: 2

Guided learning hours: 5

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 122: Understand how to maintain product quality in food operations

Unit reference number: H/601/2901

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to carry out quality checks	1.1	State the importance of carrying out quality checks			
		1.2	Describe procedures to deal with non-conformance against the required standards			
		1.3	Describe the limits of own authority when reporting quality checks			
2	Know how to record and store information accurately	2.1	State why records should be kept securely			
		2.2	State the importance of maintaining accurate records			
3	Know about the importance of communicating results	3.1	State the methods of communicating results of quality checks			
		3.2	Describe the importance of working within own limits of responsibility			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify improvements in the workplace	1.1	Identify and make positive suggestions about areas for improvement			
		1.2	Gather accurate information about potential improvements			
		1.3	Check that suggestions for improvement can be justified and are realistic			
2	Share and communicate own ideas for improvement	2.1	Share ideas for improvement with relevant people and react positively to feedback received			
		2.2	Communicate finalised ideas in sufficient detail to enable further action to be agreed			
3	Agree, test and evaluate plan for improvements	3.1	Work with others to agree an effective action plan for putting improvement ideas into action			
		3.2	Make a positive contribution to putting the plan into action			
		3.3	Test and accurately check improvements to find out how effective they are before recommending further action			
		3.4	Evaluate the effectiveness of improvements that have been introduced			

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

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

Unit 124: Understand how to contribute to continuous improvement for achieving excellence in food operations

Unit reference number: Y/601/2930

QCF level: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know about the resources and measures to support a continuous improvement activity in food operations</p>	<p>2.1 State the required production/activity rate for the operations activity</p> <p>2.2 Outline the resources required by the operations activity</p> <p>2.3 Outline the potential sources of waste associated with the operations activity</p> <p>2.4 State the measures available to control waste</p> <p>2.5 State the improvement targets and objectives set for the work operation</p> <p>2.6 State the role of standard operating procedures in contributing to continuous improvement</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know how to support and communicate continuous improvement activity in food operations	3.1	Outline how own knowledge and experience can add value to the improvement process			
	3.2	Describe how to support the identification of potential improvements			
	3.3	Describe how to identify problems and opportunities for solving them			
	3.4	Describe how to contribute to discussions and respond to possible disagreements in a positive and constructive manner			
	3.5	State the extent of own authority, and the person to report to in the event of problems that cannot be resolved			
	3.6	State how improvements are communicated in own work area			
	3.7	Outline how to provide information to support the evaluation of improvement activities			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 125: 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: Level 2

Credit value: 2

Guided learning hours: 13

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>1.1 Know how to avoid contamination</p> <p>1.2 Describe the precautions to take to make sure that products are not contaminated by cleaning materials</p> <p>1.3 Describe what evidence of contamination might be found and the actions to take if this evidence is found</p> <p>1.4 Explain the procedures for checking and ensuring cleaning has been effective</p> <p>1.5 Describe the actions to take in the event of ineffective cleaning</p> <p>1.6 Outline the need to identify and report any signs of contamination, damage or environmental concerns and what may happen if this is not done</p>			
2	<p>2.1 Know how to complete cleaning in place</p> <p>2.2 Explain why it is important to keep records and what might happen if this is not done</p> <p>2.3 Explain the importance of cleaning and storing equipment according to specified procedures after use</p> <p>2.4 Describe what might happen if the specified waste disposal procedures are not followed</p>			

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

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

Unit 126: Carry out task hand-over procedures in food manufacture

Unit reference number: A/601/8316

QCF level: Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 127: Understand how to carry out task hand-over procedures in food manufacture

Unit reference number: F/601/8317

QCF level: Level 2

Credit value: 1

Guided learning hours: 7

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>1.1 Know how to carry out task hand-over procedures</p> <p>1.2 Describe the production schedules and the operation of the quality systems relevant to the work area</p> <p>1.3 Explain the specified machine settings to meet quality standards and what may happen if they are not met</p> <p>1.4 State the origins and destinations of materials and products</p> <p>1.5 Describe the importance of:</p> <ul style="list-style-type: none"> - providing or obtaining information - interpreting information <p>1.6 Outline the consequences of using inaccurate information</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 128: Maintain workplace food safety standards in operations

Unit reference number: K/601/2902

QCF level: Level 2

Credit value: 2

Guided learning hours: 16

Unit aim

This unit supports workforce development for those who maintain workplace food safety standards in a food or animal feed business.

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

Assessment requirements/evidence 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

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 129: Understand how to maintain workplace food safety standards in operations

Unit reference number: M/601/2903

QCF level: Level 2

Credit value: 2

Guided learning hours: 20

Unit aim

This unit supports workforce development for those who understand how to maintain workplace food safety standards in a food or animal feed business.

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

Assessment requirements/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 Outline the importance of food handling practices in maintaining food safety</p> <p>1.2 Describe how personal hygiene and behaviour affect food safety</p> <p>1.3 Explain the importance of treating and covering cuts, boils, skin infections and grazes</p> <p>1.4 Describe how to treat and cover cuts, boils, skin infections and grazes</p> <p>1.5 Explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety</p> <p>1.6 Describe the importance of keeping food at specified temperatures</p> <p>1.7 Outline the causes of food spoilage and how to recognise it</p> <p>1.8 Describe what action to take in order to reduce food spoilage</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to deal with pests and infestations	2.1	Describe the main type of pests and infestations and how they occur			
		2.2	Describe how to prevent infestation			
		2.3	Describe how to recognise infestations			
		2.4	Outline the procedures to follow on discovering infestation			
3	Know the importance of minimising the risks of contamination and food poisoning	3.1	Describe the types of product contamination, cross-contamination and food poisoning: <ul style="list-style-type: none"> - bacteria - chemicals - physical objects - substances that cause allergic reactions 			
		3.2	Describe how to prevent contamination and cross contamination from occurring			
		3.3	Explain how food poisoning enters food and factors that affect its growth			
		3.4	Describe the symptoms of food poisoning			
		3.5	Describe how to prevent food poisoning from occurring			

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Unit 130: Maintain workplace health and safety in food operations

Unit reference number: M/601/2917

QCF level: Level 2

Credit value: 2

Guided learning hours: 4

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 131: Understand how to maintain workplace health and safety in food operations

Unit reference number: T/601/2918

QCF level: Level 2

Credit value: 2

Guided learning hours: 18

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 Describe how to define and identify health and safety hazards and risks in the workplace</p> <p>1.2 List the main health risks in the workplace and steps that can be taken to control them</p> <p>1.3 Describe the most common causes of accidents in the work place and steps that help to prevent them</p> <p>1.4 State the importance of safety notices and hazard warning signs</p> <p>1.5 List the hazards, defects and faults that may arise in the workplace</p> <p>1.6 State how to avoid or minimise the effects in the workplace of health and safety:</p> <ul style="list-style-type: none"> - hazards - defects - faults <p>1.7 Describe the range and care of personal protective equipment</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
<p>2 Know the health and safety precautions and procedures in the workplace</p>	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 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	<p>3.1 List the rules and hazards associated with particular equipment</p> <p>3.2 State the reasons for using specified tools and equipment</p> <p>3.3 Describe why tools and equipment should be maintained and stored correctly</p> <p>3.4 Describe how to isolate faulty and defective equipment</p> <p>3.5 Outline the importance of adjusting workplace equipment to suit the individual</p> <p>3.6 List the hazardous substances that are in the workplace</p> <p>3.7 Describe steps that should be taken to protect individuals from hazardous substances in the workplace</p> <p>3.8 Describe storage methods for materials and chemicals</p>			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 132: Clean in place (CIP) plant and equipment in food operations

Unit reference number: K/601/8313

QCF level: Level 2

Credit value: 3

Guided learning hours: 19

Unit aim

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/evidence 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

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

Learning outcomes and assessment criteria

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

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			

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 (*if sampled*)

Unit 133: 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: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>1.1 Describe where to obtain and how to interpret specifications and what might happen if this is not done</p> <p>1.2 Describe the types and uses of cleaning materials</p> <p>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</p> <p>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</p> <p>1.5 Describe how to use guards and warning notices and why this is important</p> <p>1.6 Describe what might happen if the required protective clothing is not worn according to specifications</p> <p>1.7 Explain the importance of following the cleaning specification and describe what might happen if it is not followed</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to clean in place	<p>2.1 State what the CIP system procedures are, where to find them, and what might happen if they are not followed</p> <p>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</p> <p>2.3 Describe how to re-assemble plant and equipment</p> <p>2.4 Explain the importance of leaving plant, equipment and work areas fit for use</p> <p>2.5 Describe the importance of communicating clearly and what may happen if this is not done</p> <p>2.6 Explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 134: Principles of heat treatment in dairy processing

Unit reference number: T/503/0311

QCF level: Level 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles of heat treatment in dairy processing in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 why dairy products are heat treated	1.1 Outline reasons for heat treating dairy products 1.2 State which heat treatment is suitable for different types of dairy products 1.3 Describe how heat treatments affect the shelf life, flavour and nutritional value of dairy products 1.4 Outline reasons for using thermisation when producing fermented dairy products			
2 Understand the types of heat treatments used in dairy processing	2.1 State the advantages and disadvantages of treating dairy products by pasteurisation, sterilisation and Ultra High Temperature (UHT) processing 2.2 Outline the key features, the time/temperature combinations, and equipment required for methods of heat treating dairy products, to include: <ul style="list-style-type: none"> - pasteurisation - sterilisation - UHT 2.3 Describe the key differences between plate and tunnel pasteurisation equipment			

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Unit 135: Principles of producing butter and mixed fat spreads

Unit reference number: L/503/0315

QCF level: Level 3

Credit value: 2

Guided learning hours: 15

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles of producing butter and mixed fat spreads in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 make butter and spreadable butter	<p>1.1 Outline the key features of regulations determining composition and classifications of types of butter</p> <p>1.2 State the function and purpose of ingredients used in butter and spreadable butter production</p> <p>1.3 Summarise the advantages and disadvantages of methods used to produce spreadable butter</p> <p>1.4 Explain how ingredient composition, seasonality and temperature affect butter production</p> <p>1.5 Explain how salt affects the shelf life of butter</p> <p>1.6 Outline how to grade butter</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	<p>2.1 Understand how to make mixed fat spreads</p> <p>2.2 Outline the key features of regulations determining composition and classifications of types of mixed fat spreads</p> <p>Describe the function and purpose of ingredients used in mixed fat spreads production, to include:</p> <ul style="list-style-type: none"> - fats - emulsifiers - stabilisers - other ingredients <p>2.3 Compare the differences between recipes, ingredients and processing for types of products:</p> <ul style="list-style-type: none"> - non-dairy low fat - spreadable - mixed fat <p>2.4 Summarise the advantages and disadvantages of methods and equipment used to produce mixed fat spreads</p> <p>2.5 Explain the key features, advantages and disadvantages of Scraped Surface Plants and Blending Plants</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Outline how salt affects the shelf life of spreads			
		2.7	Outline how to grade mixed fat spreads			

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Unit 136: Principles of ice cream production

Unit reference number: H/503/0305

QCF level: Level 3

Credit value: 2

Guided learning hours: 14

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles of ice cream production in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

This unit supports workforce and/or vocational development for those who need to know the principles of ice cream production in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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 methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>Understand the regulations that affect ice cream production</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Explain how ice cream is classified and the key differences between:</p> <ul style="list-style-type: none"> - ice cream - cream ice - milk ice <p>Outline the key features of regulations determining composition requirements for types of ice cream</p> <p>Outline the key features of regulations relating to heat treatment and storage of ice cream for sale</p>		
2	<p>Understand the ingredients used in ice cream production</p> <p>2.1</p> <p>2.2</p> <p>2.3</p>	<p>Explain the purpose and function of ingredients used in ice cream making, including:</p> <ul style="list-style-type: none"> - skimmed and whey milk powders - condensed skim milk - anhydrous milk and vegetable fats - sucrose, dextrose and glucose syrup <p>Outline the common flavourings and colours used in ice cream production</p> <p>Explain how the amount of air incorporated affects the final product</p>		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand ice cream processing methods and equipment</p>	<p>3.1 Explain the key differences between equipment and processes in large automated and small scale craft production</p> <p>3.2 Explain how the stages of processing affect yield and product quality:</p> <ul style="list-style-type: none"> - heat treatment - homogenisation - cooling and freezing - ageing <p>3.3 Describe how the composition of the mix, amount of incorporated air and type of freezer affect freezing temperature</p> <p>3.4 Explain how ice crystal formation can affect the smoothness of the final product if freezing is not carried out quickly</p> <p>3.5 Describe how overrun affects ice cream product specification, yield and economic value</p> <p>3.6 Summarise how common faults occur in ice cream production and how to rectify them</p>			

Learner name: _____
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Unit 137: Principles of fermented dairy products

Unit reference number: J/503/0314

QCF level: Level 3

Credit value: 2

Guided learning hours: 16

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles fermented dairy products in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 types of ingredients used in fermented dairy products	<p>1.1 Outline the key features and requirements of the regulations determining the composition and classifications of types of fermented dairy products</p> <p>1.2 List the types of dairy products made using fermentation methods</p> <p>1.3 Explain the function and purpose of ingredients used to make fermented dairy products</p> <p>1.4 Explain the function and purpose of starter cultures</p> <p>1.5 Compare the advantages and disadvantages of different types of starter cultures</p> <p>1.6 Describe how starter cultures affect the flavour, aroma and acidity of fermented dairy products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand processing methods and equipment used to make fermented dairy products</p>	<p>2.1 Compare the key advantages and disadvantages of types of equipment and processes used to make fermented products</p> <p>2.2 Outline the differences in recipes, ingredients, processing methods, equipment and packaging used when processing types of yoghurts to include:</p> <ul style="list-style-type: none"> - luxury yoghurt - set yoghurt - low fat yoghurt - yoghurt drinks <p>2.3 Outline the differences in recipes, ingredients and methods used when processing non yoghurt types of fermented dairy products to include:</p> <ul style="list-style-type: none"> - sour cream - crème fraiche - fromage frais <p>2.4 Outline how common faults occur in fermented dairy production and how to rectify them</p>			

Learner name: _____
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(if sampled)

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Unit 138: Principles of cheese making

Unit reference number: F/503/0313

QCF level: Level 3

Credit value: 3

Guided learning hours: 23

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles of cheese making in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the key ingredients and stages of cheese making</p>	<p>1.1 Describe the functions of the main ingredients used in cheese making</p> <p>1.2 Explain why annatto is used to colour cheeses</p> <p>1.3 Outline the key stages in cheese production</p> <p>1.4 Explain the importance of chemical processes in cheese making and how they affect the final product, to include:</p> <ul style="list-style-type: none"> - acidification - coagulation - syneresis <p>1.5 Explain how mechanical techniques are used in the production and processing of curds, whey and the final cheese product:</p> <ul style="list-style-type: none"> - stirring - cutting - scalding - pitching - milling 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 Describe how changes to a cheese recipe/specification affect the type of cheese produced, to include:</p> <ul style="list-style-type: none"> - ingredients - annatto - time/temperature combinations 			
2	<p>2.1 Understand how starter cultures and rennet are used in cheese making</p> <p>2.1 Describe the functions of starter cultures in cheese making, to include:</p> <ul style="list-style-type: none"> - acidification of milk - reduction of pH <p>2.2 Outline how starter cultures affect the flavour, aroma and texture of cheeses</p> <p>2.3 Explain how the type of starter culture used can affect ingredients, processing requirements and the final cheese product</p> <p>2.4 Describe the main functions of rennet in cheese making</p> <p>2.5 Explain the role of rennet in the coagulation of casein micelles</p> <p>2.6 Outline sources of animal and vegetarian rennet</p> <p>2.7 Compare the advantages and disadvantages of using animal and vegetarian rennet</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand cheese processing methods	3.1	Explain how the pH and time/temperature combinations in the vat affect the processing and the final cheese product			
		3.2	Describe when and how pH and titratable acidity measures are taken during in the cheese making process, and their importance			
		3.3	Explain the slow vat procedure and the circumstances in which it is used			
		3.4	Explain why addition of salt affects taste, preservation and water loss in cheese			
		3.5	Outline the importance of maturation and ripening to the aroma, flavour and texture of the final cheese product			

Learner name: _____ Date: _____

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(if sampled)

Unit 139: Principles of dairy science

Unit reference number: M/503/0310

QCF level: Level 3

Credit value: 2

Guided learning hours: 14

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles of dairy science in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

This unit supports workforce and/or vocational development for those who need to know the principles of dairy science in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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 methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 structure and properties of milk	1.1 List the biochemical components of milk 1.2 State the approximate percentages of protein, fat and lactose in cow, sheep and goat milks 1.3 Outline the basic chemical structure of milk fat, milk protein, and milk lactose 1.4 Explain how temperature and pH can affect the physical properties of milks 1.5 Summarise the nutritional values of types of milk			
2 Understand the structure of dairy products	2.1 Summarise the nutritional value of different types of dairy products: – milk – butter – cream – ice cream – cheese – yoghurts 2.2 Explain how temperature and pH can affect the physical properties of dairy products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Explain how flavour, texture and physical properties of dairy products are affected by content of:</p> <ul style="list-style-type: none"> - protein - fat - lactose <p>2.4 Explain how processing methods and yield are affected by content of:</p> <ul style="list-style-type: none"> - protein - fat - lactose <p>2.5 Explain how the content of protein, fat and milk solids non fat (MSNF) content are regulated in dairy products, to include:</p> <ul style="list-style-type: none"> - milk - butter - cream - ice cream - cheese 			

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Unit 140: Principles of cheese varieties

Unit reference number: A/503/0312

QCF level: Level 3

Credit value: 3

Guided learning hours: 23

Unit aim

This unit supports workforce and/or vocational development for those who need to know the principles of cheese varieties in the workplace or in a learning environment.

The unit is designed for use primarily by operatives, supervisors, managers and others who need this underpinning knowledge to carry out 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/evidence requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 regulations affecting cheese production	<p>1.1 Outline the key features of the legislation and regulations covering cheese processing</p> <p>1.2 Explain the importance of ensuring the moisture content of cheese complies with regulations required to make hard, soft and semi soft cheeses</p> <p>1.3 State the percentage moisture content for UK hard, soft and semi soft cheeses</p> <p>1.4 Explain the importance of identification, categories of strength and consistency to the production of varieties of cheese to include:</p> <ul style="list-style-type: none"> - Protected designation of origin (PDO) - Protected geographical indication (PGI) - Traditional speciality guaranteed (TSG) <p>1.5 List the main varieties of UK territorial and European hard, soft and semi soft cheeses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand the different methods used to produce hard, soft and semi soft varieties of cheese</p>	<p>2.1 Outline and compare the differences between processing times, specification/recipes, equipment and methods used to make UK produced:</p> <ul style="list-style-type: none"> - hard cheeses - soft cheeses - semi-soft cheeses <p>2.2 Outline and compare the differences between processing methods used for:</p> <ul style="list-style-type: none"> - dry salted/salt brined cheeses - mozzarella style cheese - Swiss style cheeses - cottage cheese <p>2.3 Outline methods used for processing mould ripened hard, soft and semi-soft cheeses</p> <p>2.4 Explain how and why different micro-organisms are used to mould ripen hard, soft and semi-soft cheeses</p> <p>2.5 Describe which types of ingredients are typically added to different types of cheeses, to include:</p> <ul style="list-style-type: none"> - herbs - fruits - nuts 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Compare different methods used to add extra value/ingredients to hard, soft and semi-soft cheeses			
3	Understand the key differences between processed and traditional recipe cheeses	3.1	Outline the key differences between processed cheese and cheese made using traditional recipes and techniques			
		3.2	Explain how the production methods for processed cheese and traditional cheeses differ			
		3.3	Describe the difference in shelf life between traditional cheeses and processed cheese			

Learner name: _____ Date: _____

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(if sampled)

Unit 141: Principles of a specialist cheese sales service

Unit reference number: A/502/7832

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of a specialist cheese sales service, in a wholesale or food sales 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/evidence requirements

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

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

The Improve Assessment Strategy sets out the overarching assessment requirements

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 cheese making and information for the customer	<p>1.1 Outline the key stages of cheese making, which are of value when dealing with customers</p> <p>1.2 Describe how the types of starter and milk used in cheese making affect taste and texture of cheese</p> <p>1.3 Describe how to identify and declare the country of origin of cheeses to inform the customer</p>			
2 Understand the principles of cheese storage and information for the customer	<p>2.1 Outline how to provide information to customers about the shelf-life of cheeses and how they can be maximised</p> <p>2.2 State how temperature and humidity affect cheese</p> <p>2.3 Describe how to inform customers about the types of wrappings used and how they affect cheese condition</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the principles of cheese consumption and information for the customer	3.1	State which cheeses may trigger certain food allergies or intolerances			
		3.2	Describe how to inform customers about which cheeses are most suitable for cooking			
		3.3	Describe how to inform customers of the categories of cheese strength and consistency, and state which cheeses these are associated with			
		3.4	Describe how to inform customers about which flavours and accompaniments complement different cheeses			

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Assessor signature: _____ Date: _____

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(if sampled)

Unit 142: Principles of appearance and texture in food technology

Unit reference number: K/602/4502

QCF level: Level 3

Credit value: 3

Guided learning hours: 23

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 role of appearance and texture in food and drink products	1.1 Detail the role of appearance and texture 1.2 Identify the factors that influence appearance and texture 1.3 Explain the importance of appearance to consumer acceptance 1.4 Describe how product appearance and texture is influenced by different components 1.5 Describe how raw material quality can influence appearance and texture			
2 Understand the importance of quality in the appearance and texture of food and drink products	2.1 Identify the types of sensory methods used to assess appearance and texture 2.2 Explain how processing activities influence the appearance and texture 2.3 Outline the processes, facilities and equipment that are required to assess the appearance and texture 2.4 Detail the common quality problems that can occur with product appearance and texture 2.5 Describe how appearance and texture quality problems can be rectified 2.6 Describe the role of appearance and texture assessment in quality assurance systems			

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Unit 143: Principles of flavours in food technology

Unit reference number: M/602/4503

QCF level: Level 3

Credit value: 4

Guided learning hours: 36

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 taste flavours	<p>1.1 Explain how the salt flavour produced by taste is a property of electrolytes</p> <p>1.2 Review how the saltiness taste can relate to the type of salt including:</p> <ul style="list-style-type: none"> - Chloride - Bromide - Iodide - Sulphate - Nitrate - partner metals <p>1.3 Explain how low-molecular carbohydrates produce a sweet taste</p> <p>1.4 Describe the structure and sweet characteristics of saccharin and aspartame</p> <p>1.5 Explain how acid flavour is a property of the hydrogen ion derived from acids</p> <p>1.6 Explain how the bitterness taste is a property of alkaloids, and substances containing magnesium, calcium and ammonium ion</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the principles of odour flavours			
3	Understand the chemical structure and characteristics of flavours			
	<p>2.1 Explain how food flavours produced by odours are composed of complex mixtures of hydrocarbons, alcohols, acids, aldehydes, ketones and esters</p> <p>2.2 Explain how natural food flavours can be extracted from special oil sacs in fruits and vegetables as 'essential oils'</p> <p>2.3 Describe the sources of the most common range of essential oils</p> <p>3.1 Describe the structure and characteristics of the isoprene based terpenoids</p> <p>3.2 Explain why the monoterpenes are the most common flavours and have the strongest odours</p> <p>3.3 Describe the structure and characteristics monoterpenes including:</p> <ul style="list-style-type: none"> - acyclic monoterpenes - monocyclic monoterpenes - bicyclic monoterpenes <p>3.4 Explain which synthetic alcohols, aldehydes, ketones and esters are used for fruit flavouring</p> <p>3.5 Explain the structure and characteristics of the sulphur containing compounds which provide the flavour of onions and cabbage</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.6	Explain the sensitivities surrounding the use and consumption of synthetic flavours				

Learner name: _____ Date: _____

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(if sampled)

Unit 144: Principles of evaporation in food operations

Unit reference number: K/502/7356

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

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

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

Assessment requirements/evidence 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

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

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Unit 145: Principles of energy transfer in heating food technology

Unit reference number: J/502/7557

QCF level: Level 3

Credit value: 4

Guided learning hours: 30

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 energy	1.1	Describe the applications of heat treatment			
		1.2	Identify sources of direct and indirect heat			
		1.3	Describe the changes that occur in food and drink products when they are heated			
		1.4	Explain how and why heat treatments are controlled and monitored			
		1.5	Outline how energy efficiency is optimised			
		1.6	Explain what happens at molecular level when food substances are heated			
2	Understand how to measure energy	2.1	Describe how intensity of heat can be measured			
		2.2	Explain the use of Celsius, Fahrenheit, and Kelvin scales for measuring temperature			
		2.3	Explain how energy values used to heat food are measured using the calorie, British thermal unit and joule scales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the transfer and characteristics of energy	3.1	Describe the difference between temperature and energy needed to heat a food substance			
		3.2	Explain how energy is transferred by: <ul style="list-style-type: none"> - radiation - conduction - convection 			
		3.3	Explain the characteristics of energy transfer to foods: <ul style="list-style-type: none"> - in ovens and convection ovens - from surface heat contact - in retards - in microwave ovens 			

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Unit 146: Principles of the dehydration process in food technology

Unit reference number: A/502/7426

QCF level: Level 3

Credit value: 4

Guided learning hours: 34

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 physical effects of dehydration in food technology	<p>1.1 Define dehydration</p> <p>1.2 Explain the physical effects of dehydration in foods including:</p> <ul style="list-style-type: none"> - water loss - weight and bulk reduction - the concentration of solutes in specific areas - case hardening <p>1.3 Explain the effect of dehydration on microbial growth and reproduction</p> <p>1.4 Explain what the term Water Activity (aw) in food means, and which types of organisms grow at particular aw ranges.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand the chemical and nutritional affects of dehydration in food technology</p>	<p>2.1 Explain how osmotic effects can reduce aw in foods like jams and salted foods</p> <p>2.2 Diagnose why chemically bound water cannot be easily removed from foods</p> <p>2.3 Explain what the nutritional and quality effects of dehydration are including:</p> <ul style="list-style-type: none"> - vitamin degradation - acceleration of oxidative rancidity - changes in shape, colour, texture <p>2.4 Explain why blanching may be necessary in certain products prior to dehydration including:</p> <ul style="list-style-type: none"> - enzymic reactions - non-enzymic reactions (Maillard) 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand dehydration processes and economics in food technology</p>	<p>3.1 Explain the characteristics and how the Sun-drying process is carried out</p> <p>3.2 Identify the equipment used in the process</p> <p>3.3 Explain the characteristics of, and how warm-air driers dehydrate foods to include:</p> <ul style="list-style-type: none"> - kiln driers - tunnel driers - fluidised bed driers <p>3.4 Identify the equipment used in the process</p> <p>3.5 Explain the characteristics of, and how Roller or Drum driers and Spray driers dehydrate liquid foods</p> <p>3.6 Identify the equipment used in the process</p> <p>3.7 Explain the characteristics of, and how Freeze drying and Accelerated freeze drying processes work</p> <p>3.8 Identify the equipment used in the processes</p> <p>3.9 Summarise the economical and food advantages of dehydration methods in the market success of convenience foods</p>			

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Unit 147: Principles of energy transfer in cooling food technology

Unit reference number: L/502/7429

QCF level: Level 3

Credit value: 4

Guided learning hours: 28

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 heat transfer in the form of cooling	<p>1.1 Describe the applications of cooling</p> <p>1.2 Outline direct and indirect methods of cooling</p> <p>1.3 Explain the changes that occur in food and drink products when they are cooled</p> <p>1.4 Describe how energy efficiency is optimised during cooling</p>		
2	Understand the different methods of cooling food and drink products	<p>2.1 Describe how and why cooling processes are controlled and monitored</p> <p>2.2 Outline the factors affecting the choice of cooling medium</p> <p>2.3 Explain why agitation of the cooling medium can increase cooling effectiveness</p> <p>2.4 Describe how foods can be cooled by convection</p> <p>2.5 Describe how convection currents operate in a refrigerator</p> <p>2.6 Explain why solid foods cool more slowly than liquid foods</p> <p>2.7 Explain why water is a better coolant than air</p> <p>2.8 Describe the factors that influence the effectiveness of the refrigeration process ability to cool foods and maintain temperature</p>		

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Unit 148: Principles of microbiology in food technology

Unit reference number: A/602/4536

QCF level: Level 3

Credit value: 4

Guided learning hours: 32

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 classification and assessment of micro-organisms in food and drink processing	<p>1.1 Summarise the types of micro-organisms important in food and drink processing</p> <p>1.2 Explain the importance of classifying types of micro-organisms important in food and drink processing</p> <p>1.3 Explain the techniques used for the microbiological assessment of food and drink</p> <p>1.4 Explain how to interpret the outcomes of the microbiological assessment of food and drink</p> <p>1.5 Justify why potential errors and tolerances must be taken into account during microbiological assessment of food and drink</p>			
2 Understand food poisoning viruses and relevant food processing control measures	<p>2.1 Summarise the common viruses which cause viral food poisoning</p> <p>2.2 Explain the characteristics of the viruses which cause viral food poisoning</p> <p>2.3 Evaluate the measures used in food and drink processing to control and destroy viruses which cause viral food poisoning</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand food poisoning bacteria and relevant food processing control measures	3.1	Summarise the common bacteria which cause bacterial food poisoning				
		3.2	Explain the characteristics of the bacteria which cause bacterial food poisoning				
		3.3	Explain what microbial toxins are and how they are produced				
		3.4	Summarise the impact of microbial toxins in food materials				
		3.5	Evaluate the measures used in food and drink processing to control and destroy the bacteria and toxins which cause bacterial food poisoning				
4	Understand the micro-organisms which cause food spoilage and relevant food processing control measures	4.1	Summarise the types of bacteria and fungi which cause deterioration and spoilage of food				
		4.2	Explain the biochemical processes by which bacteria and fungi cause deterioration and spoilage of food				
		4.3	Describe the main methods for the control of food spoilage by bacteria and fungi				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand the characteristics of useful food processing micro-organisms	5.1	Explain the characteristics of bacteria and fungi which cause fermentation in food processing including: <ul style="list-style-type: none"> - baking - brewing - cheese making 			
		5.2	Explain how microbial biopolymers can be used to improve the texture of food products			
		5.3	Explain the purpose and value of probiotic bacteria in specific food products			

Learner name: _____ Date: _____

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(if sampled)

Unit 149: Principles of lipid functionality in food science

Unit reference number: M/602/4548

QCF level: Level 3

Credit value: 4

Guided learning hours: 35

Unit aim

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of lipid functionality in food science. 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 absorption and saturation of lipids	1.1	Describe the daily recommended intake of lipid as part of a balanced diet			
	1.2	Describe the quantity and location of lipid in the body			
	1.3	Explain how lipids are digested in the alimentary system			
	1.4	Describe how lipids are absorbed across the wall of the alimentary system into the blood			
	1.5	Describe the storage of lipids by organs and tissues of the body			
	1.6	Outline the medical problems resulting from lack and excessive lipid intake or assimilation into the body			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the characteristics of lipid functionality	<p>2.1 Describe the role and properties of lipids in the body</p> <p>2.2 Describe how hydrolytic rancidity occurs in lipids and its characteristics</p> <p>2.3 Explain how oxidative rancidity occurs in lipids and the role of free radicals in the process</p> <p>2.4 Describe what can be done to retard rancidity and the role of antioxidants in retarding deterioration of lipids</p> <p>2.5 Explain how lecithin functions as an emulsifier</p> <p>2.6 Describe the role and function of cholesterol in the body</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the technical application of lipids	<p>3.1 Explain the major sources of:</p> <ul style="list-style-type: none"> - vegetable oils - animal fats - fish oils <p>3.2 Describe how vegetable oils are extracted from plant material sources</p> <p>3.3 Describe what the main methods for refining vegetable oils are</p> <p>3.4 Describe the main components of:</p> <ul style="list-style-type: none"> - vegetable oils - animal fats - fish oils <p>3.5 Explain the characteristics of lard and suet</p> <p>3.6 Describe how the creaming properties of lard can be improved by interesterification</p>			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 150: Principles of protein functionality in food science

Unit reference number: K/602/4550

QCF level: Level 3

Credit value: 4

Guided learning hours: 32

Unit aim

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of protein functionality in food science. 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	<p>Understand the purpose of protein</p> <p>1.1 Identify the daily recommended intake of the first and second class nutrient protein as part of a balanced diet</p> <p>1.2 Describe the quantity and location of protein in the body</p> <p>1.3 Explain how proteins are classified by function in the body</p> <p>1.4 Outline the medical problems resulting from lack of protein intake or assimilation into the body</p>			
2	<p>Understand the characteristics of protein functionality</p> <p>2.1 Outline the chemical structure of structural proteins which make up rigid sheets and elastic fibres</p> <p>2.2 Describe what the properties of structural proteins are</p> <p>2.3 Describe the role of:</p> <ul style="list-style-type: none"> - physiologically active proteins as enzymes - physiologically active proteins as hormones - physiologically active proteins as nucleoproteins - physiologically active proteins as blood proteins 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Identify what types of enzymes are active in the body			
		2.5	Describe how enzymes work and the factors affecting their activity			
3	Understand the technical application of protein	3.1	Describe how proteins are digested in the alimentary system			
		3.2	Describe how proteins are absorbed across the wall of the alimentary system into the blood			
		3.3	Describe the storage of amino acids and protein by organs and tissues of the body			
		3.4	Explain how enzymic browning of foods takes place and methods of preventing this			
		3.5	Explain how the non-enzymic browning of foods takes place (Maillard reaction) and methods of preventing this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 151: Principles of homogenisation in food technology

Unit reference number: J/602/4555

QCF level: Level 3

Credit value: 4

Guided learning hours: 30

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of homogenisation in food processing	<p>1.1 Explain the purpose of homogenisation of food mixtures</p> <p>1.2 Describe which types of food are normally blended by the homogenisation processes</p> <p>1.3 Explain how homogenisation operates as both a mixing and size reduction process</p> <p>1.4 Summarise how liquid droplets are broken down (size reduced) during homogenisation</p> <p>1.5 Explain how crude emulsions are formed</p>			
2 Understand how emulsifiers work in food processing	<p>2.1 Explain how the action of emulsifiers extend the longer term stability of an homogenised emulsion</p> <p>2.2 Describe the chemical work of emulsifiers to emulsify a lipid within a water medium</p> <p>2.3 Summarise the main naturally occurring emulsifiers and artificial emulsifiers used to process specific food products</p> <p>2.4 Explain the difference between naturally occurring emulsification and assisted emulsification during the homogenisation process</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how pressure homogenisers are used in food processing	3.1	Describe the purpose of pressure homogenisation and when it is used				
		3.2	Explain how a pressure homogeniser works and the equipment used in the process				
		3.3	Explain which types of food products are best suited to homogenisation in a pressure homogeniser				
4	Understand how colloidal mills are used in food processing	4.1	Describe the purpose of colloidal mills				
		4.2	Explain how a colloidal mill works and the equipment used in the process				
		4.3	Explain which types of food products are best suited to homogenisation in a colloidal mill				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 152: Principles of filtration in food technology

Unit reference number: H/502/7498

QCF level: Level 3

Credit value: 4

Guided learning hours: 26

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the purpose and application of filtration	<p>1.1 Explain the purpose of filtration in food processing</p> <p>1.2 Justify when it is more appropriate to use a food filtration technique than alternative separation technology</p> <p>1.3 Summarise what types of foods are normally separated by filtration processes</p>		
2	Understand clarification, filter media and filter aids in food filtration	<p>2.1 Explain what the process of clarification is in food filtration technology</p> <p>2.2 Define the terms:</p> <ul style="list-style-type: none"> - filtrate - filter medium - filter cake <p>2.3 Describe the types of filter media commonly used in food filtration technology</p> <p>2.4 Justify how filter media are selected for specific food types</p> <p>2.5 Explain how filter media are cleaned and disposed of</p> <p>2.6 Explain the functions of filter aids</p> <p>2.7 Explain what materials are commonly used as filter aids in food filtration</p>		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand food process filtration methodology	3.1	Explain the typical structure and operation of a plate and frame press			
		3.2	Explain how a vacuum can be used as an alternative to pressure, to assist in speeding up the filtration process			
		3.3	Explain typical structure and operation of a continuous rotary drum vacuum filter			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 153: Principles of centrifugation in food technology

Unit reference number: J/502/7493

QCF level: Level 3

Credit value: 3

Guided learning hours: 28

Unit aim

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the principles of centrifugation in food processing	1.1	Explain the purpose of centrifugation of foods in food technology		
		1.2	Define 'centrifugal force'		
		1.3	Explain how centrifuges separate food components		
		1.4	Explain the importance of the specific gravity of food components during centrifugation		
		1.5	Summarise the types of food normally separated by centrifugation technology		
2	Understand the application of centrifugation in food processing	2.1	Explain how cream separators work on the centrifuge principle		
		2.2	Explain how oils can be purified by centrifugation		
		2.3	Explain how beer can be clarified by centrifugation		
		2.4	Explain how yeast can be separated by centrifugation		
		2.5	Explain how sugar can be refined using centrifugation		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the economics of centrifugation technology	3.1	Explain how the type of food material affects the economic decision to use centrifugation or an alternative separation technique			
		3.2	Explain the economics of operating continuous centrifugation equipment for specified food types			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 154: Principles of product quality and improvements in food operations

Unit reference number: L/502/7432

QCF level: Level 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of product quality and improvements in food operations, in a food processing business or in a learning environment.

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

Assessment requirements/evidence requirements

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

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to maintain product quality	1.1	Describe how to carry out quality checks			
		1.2	Outline the importance of carrying out quality checks			
		1.3	State action to take if quality checks show that product quality does not comply with the required standard			
		1.4	Describe how to keep records safe and secure, and the importance of doing so			
		2.1	Outline the importance of continuous improvement in food operations			
2	Understand how to contribute to continuous improvements	2.2	Describe the short and long term benefits from improvements			
		2.3	Identify the information required to produce an effective action plan for improving operations			
		2.4	Describe the importance of checking effectiveness of improvements			

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

Date: _____
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Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling, avoiding unsafe behaviour			
		1.2	Describe how to report food safety hazards, infestations and food spoilage			
		1.3	Outline the legal responsibilities of food operatives and food business operators			
2	Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including their role in reducing the risk of contamination			
		2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds			
3	Understand how the working areas are kept clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, storage of cleaning materials			
		3.2	State the importance of safe waste disposal			
		3.3	Outline the importance of pest control			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the importance of keeping products safe	<p>4.1 State the risk to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination</p> <p>4.2 State how contamination of food can cause illness or injury</p> <p>4.3 Describe safe food handling practices and procedures</p> <p>4.4 Explain the importance of temperature controls</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation</p> <p>4.6 Explain how to deal with food spoilage to include recognition, reporting and disposal</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 156: Principles of clean in place (CIP) in food operations

Unit reference number: D/502/7435

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of clean in place (CIP) and disinfection in food operations, in a food processing business or in a learning environment.

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

Assessment requirements/evidence requirements

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

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of cleaning processes	1.1 Describe the importance of maintaining good hygiene in the workplace 1.2 Outline procedures to check for contamination 1.3 Describe the impact of contamination on the workplace and products 1.4 State actions required to deal with contamination 1.5 Describe the stages of cleaning 1.6 Outline procedures used to check cleaning has been effective			
2 Understand types of detergent and disinfectant	2.1 List the principal cleaning agents used in food operations 2.2 Describe the importance of following instructions when using cleaning agents and products 2.3 Define sterilisation and disinfection			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the main components of a Cleaning in Place (CIP) system	3.1	Describe the components of a typical CIP circuit			
		3.2	Describe a typical centralised and decentralised CIP circuit			
		3.3	State the importance of hygienic design			
		3.4	List instrumentation and control equipment used for CIP			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 157: Principles of HACCP based food safety systems

Unit reference number: A/601/2631

QCF level: Level 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of HACCP based food safety management systems, in a food processing business or in a learning environment.

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners on or off-the-job, in the workplace context, for understanding the principles of HACCP food safety management systems. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the purpose of a HACCP system	1.1	State the need for HACCP systems			
		1.2	Outline the requirements of a HACCP system			
2	Know the features and terminology of HACCP	2.1	Describe the features of a HACCP system			
		2.2	Outline the meaning of terms used in the HACCP system			
3	Know how a HACCP system is applied in the workplace.	3.1	Outline how a HACCP plan is developed			
		3.2	Describe an operative's responsibility within the HACCP system			
		3.3	State the importance of documenting, verifying and reviewing the HACCP system			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 158: Principles of continuous improvement techniques (Kaizen) in food operations

Unit reference number: F/601/2954

QCF level: Level 3

Credit value: 3

Guided learning hours: 15

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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, importance of Kaizen activity	<p>1.1 Explain how the health, safety and hygiene requirements of a work area can influence a Kaizen activity</p> <p>1.2 Summarise the main features of a Kaizen activity and the establishment of measurable improvements</p> <p>1.3 Evaluate the importance of encouraging people to identify continuous improvements</p> <p>1.4 Explain the evaluation of improvement ideas and selection of those that are to be pursued</p> <p>1.5 Explain the function of standard operating procedures and specifications</p> <p>1.6 Clarify the resources required to support production schedules and specifications</p> <p>1.7 Describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			

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			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Explain the techniques used to visually communicate the work of the Kaizen activity to participants and others			
	3.5	Explain how to use calculations for identifying the required production rate for a process			
	3.6	Summarise the cycle time of a process			
	3.7	Explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it including: <ul style="list-style-type: none"> - Line balance - Process displays 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 159: Principles of sustainability in food operations

Unit reference number: L/601/2701

QCF level: Level 3

Credit value: 4

Guided learning hours: 34

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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: <ul style="list-style-type: none"> - energy - waste - water usage - transportation 			
	1.2	Describe the relationship between sustainability and the three key elements of corporate social responsibility: <ul style="list-style-type: none"> - 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 160: Principles of valves and pumps in food manufacture

Unit reference number: H/601/5216

QCF level: Level 2

Credit value: 2

Guided learning hours: 16

Unit aim

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/evidence 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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			
	<p>1.1 Outline key features of laminar and turbulent flow</p> <p>1.2 Describe key features of orifice meters, venturi meters and rotameters</p>			
2	Understand types of valves used in food manufacture			
	<p>2.1 Explain the following valve terms:</p> <ul style="list-style-type: none"> - actuator - seat - valve body - leakage - trim <p>2.2 Describe valve types used in food manufacture to include:</p> <ul style="list-style-type: none"> - butterfly - gate - ball - non return - single seat - double seat - mix proof 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what valve types are best selected for particular applications			
		2.4	Outline how to select valves for particular applications			
3	Understand pump function and pump types used in food manufacture	3.1	Define the pump terminology to include: <ul style="list-style-type: none"> - power input and output - suction and delivery head - pump curves 			
		3.2	Outline the function of the impellor and motor in a pump			
		3.3	Describe what cavitation is and how it can be avoided			
		3.4	Outline the key features of centrifugal and positive displacement pumps			
		3.5	Outline the practical considerations in pump selection for food manufacture			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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

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

Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website (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 sector

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

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

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2				BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF) BTEC Level 2 Award, Certificate in Team Leading (QCF)	Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Food Industry Skills (QCF) Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Brewing Industry Skills (QCF) Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Baking Industry Skills (QCF) Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills (QCF)
1					
Entry					

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 relating to 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 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 processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by 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 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 action
- 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 should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult 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.

Improve

food & drink sector skills council

**Assessment Strategy
for
Improve
Proficiency Qualifications
IPQs**

- **accredited within the
Qualifications and Credit Framework
(QCF)**
- **approved of by Improve**

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.

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

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

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

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

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.

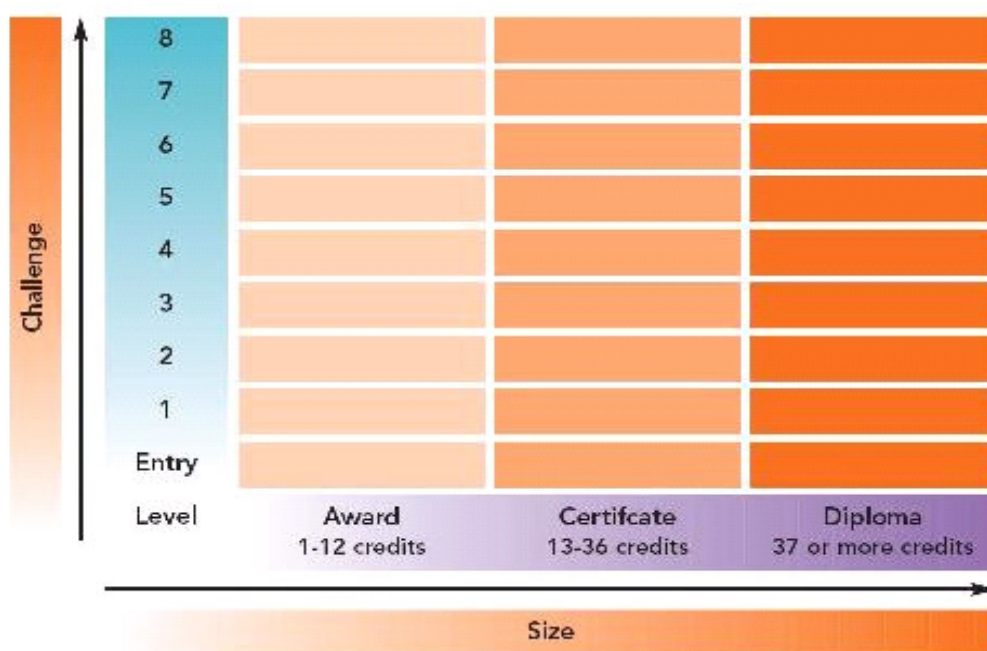
Credits become the common currency between qualifications and are accumulated in different sized qualifications. These are:

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

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

- Demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in business, to the satisfaction of the Awarding Organisation. Relevant knowledge and understanding of the workplace areas to be sampled during quality assurance activity is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 11; Internally monitor and maintain the quality of assessment. They are not required to hold internal quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Internal quality assurance of

assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of internal quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Demonstrate their continuing professional development to ensure they are up to date with work practices and developments in the qualifications they quality assure.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and quality assurance decisions are concerned.
- Operate safely in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Internal quality assurance personnel 'in training' who are not fully recognised as competent by Awarding Organisations may carry out internal quality assurance of assessment practice. For the period in training and working towards recognition, they must have quality assurance activity monitored and signed off (countersigned) by a fully recognised and competent internal quality assurer. The 'in training' period should be limited to twelve months and have clear development goals set for achieving recognition and competence.

Section 4

4.1 Assessment evidence

Proficiency Qualifications are specifically designed to be assessed in the workplace therefore workplace performance evidence is essential for all units of assessment. The Proficiency Qualifications contain three types of units of assessment.

1. Occupational skills units must normally be assessed by observation in the workplace. Assessment requirements and guidance are outlined on each unit.
2. Occupational knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off-the job. It is important to follow the assessment requirements and guidance outlined on each unit.
3. Underpinning knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off-the-job. It is important to follow the assessment requirements and guidance outlined on each unit.

The use of employer's training and assessment processes and records in the workplace are strongly encouraged, where this supports evidence of competent learner performance. This is particularly significant where such evidence is audited as part of external quality standards relevant to the food and drink sector. Learner records of assessment and internal quality assurance activity will in this case reflect employer systems and records.

Where employer's assessment processes or records are insufficiently rigorous to generate credible evidence of learner performance, then formal assessment processes must be implemented to confirm learner's competence and this evidence captured in portfolio based records of assessment and internal quality assurance.

4.2 Workplace testimony

Workplace personnel, who are not recognised as assessors, may contribute to the assessment process by providing workplace testimony. Those providing the testimony must be familiar with the activity being carried out and able to make a judgement that the task has been completed to organisational procedures and to the required standard. The person providing the testimony is not in a position to decide if the learner is competent overall, they are only able to judge the specific instance they observe. The overall decision regarding competence of the learner will be made by the assessor and subject to internal quality assurance of assessment.

4.3 The use of simulation for providing evidence

The use of simulation to replace normal working practice is not acceptable.

The only exception to this rule is for units of assessment which address rare conditions or emergency situations which might endanger learner safety. These exceptions are clearly defined in the assessment guidance in the relevant unit of assessment. In such cases this will require the agreement of external quality assurance personnel.

When simulations are used they must be designed to mirror the same activity, as it would be carried out in the workplace and include:

- The number and sequence of actions needed to complete the activity
- The number and complexity of factors needed to complete the activity
- The urgency with which the activity must be completed and
- Achievement of an outcome(s) in the same time constraints that might apply in the workplace

Simulation cannot be used to provide the sole evidence for any one complete unit of assessment

4.4 Recognition of prior learning and experience

Evidence from past achievement may be included as evidence within assessment methods for Proficiency Qualifications.

Evidence of knowledge and understanding can be presented as supplementary evidence, provided it is a measurable assessed outcome of learning which links to outcomes detailed in the units of assessment and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual learner's circumstances.

All learners, presenting evidence from past achievements, must also be able to demonstrate current competence.

Section 5

5.1 The role of external quality assurance personnel

Awarding Organisations appoint external quality assurance personnel to perform a number of quality assurance tasks on their behalf. They visit centres to monitor the assessment and internal quality assurance processes and sample learners work to ensure that standards are maintained and are compliant with Awarding Organisation procedures. External quality assurance personnel also have a developmental role in assisting centres to develop best practice and to provide information on new qualifications and developments in assessment and quality assurance.

External quality assurance personnel are required to:

- Demonstrate sufficient and current understanding of the areas within the sector being externally quality assured.
- Demonstrate sufficient and current understanding of the Proficiency Qualifications to be externally quality assured, and know how they are applied in the sector, to the satisfaction of the Awarding Organisation.
- Demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 12; Externally monitor and maintain the quality of assessment. They are not required to hold external quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. External quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of external quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Complete a minimum of two days Continuing Professional Development (CPD) each year, composed of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation.
- Have good report writing, auditing and communication skills to the satisfaction of the Awarding Organisation
- Know where and when to access specialist sector advice, where additional specialist knowledge relating to assessment and quality assurance decisions is concerned.

5.2 External quality assurance of assessment for employer approved centres

Awarding Organisations approving employer centres may wish to consider flexibilities in the external quality assurance of these centres to meet the specific learning and development needs of employers and employees (learners). The purpose of these flexibilities is to build effective and pragmatic links to employer training, where the external quality assurance of proficiency qualifications is not compromised in principle, but that the application of external quality assurance is better aligned to good workplace training and development practice to maintain the required rigour.

Flexibilities in external quality assurance of assessment can only be considered where the employer can demonstrate a sufficiently structured and internally quality assured approach to learning, development and assessment. In the food sector this is often linked to the use of externally recognised quality assurance arrangements (e.g. BRC, Efsis, ISO 9000 series). The external audit of training systems and records implicated by some of these arrangements will provide additional evidence to Awarding Organisations of the rigour of internal quality assurance.

To approve such employer centres Awarding Organisations will work closely with appropriate employers to evaluate their training systems. This may include;

- 1 the alignment/mapping of employers training and assessment arrangements to proficiency qualifications
- 2 an analysis of the effectiveness of internal quality and recording systems
- 3 evaluating the extent to which external audits of training contribute to overall quality arrangements.

Flexible external quality assurance arrangements to align with the training systems of individual employers in an employer centre may not always be necessary and will normally comply with section 5.1. However, flexibilities may be agreed as an outcome of the evaluation activity, where a rationale for such flexibility is justified. Awarding Organisations will formally agree the arrangements with the employer centres.

For example, a sector specialist external quality assurer may be involved in the evaluation, setting up and approval of an employer centre to ensure that technical expertise is suitably involved in recognising employer training and the centre, allowing a non-sector external quality assurer to provide ongoing external quality assurance of assessment. In this instance, the sector specialist external quality assurer should be available for consultation and to re-evaluate the centre should the employer training systems or circumstances change.

Annexe 1

1.1 The Qualifications for Proficiency in Food Manufacturing Excellence (FME)

The Qualifications (Awards, Certificates, Diplomas) for Proficiency in Food Manufacturing Excellence have additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy. These qualifications are aimed at developing, confirming competence and sustaining a mix of skills which will support lean, improvement and change management practice in food and drink manufacturing across the sector. These skills are vitally important to the future economic success of the sector. The skills are critical to driving improvements in food manufacturing and processing from both a technical as well as practical perspective, and more importantly sustaining these improvements. It is also critical because the mix of skills is based upon empowerment, company cultural development and visionary leadership and management.

With such a significant range of competences set out, employers feel that it is important to fully define the types of assessment and quality assurance requirements for this qualification, which will make a positive difference to their operations through skills, in this business critical area.

1.2 Occupational competence of assessors for FME

The requirements below are in addition to those set out in section 3 of this assessment strategy:

Assessors are required to:

- Have experience in the implementation, application and sustainability of lean and/or improvement skills practice in relevant manufacturing, processing or logistics roles in the food and drink sector, where there have been measurable and beneficial productivity gains to companies.
- Demonstrate achievement in learning and/or competence in lean and improvement skill practice in the food and drink sector to the satisfaction of the Awarding Organisation. Examples may include; green/black belt 6 sigma courses, Proficiency Qualification in Food Manufacturing Excellence, N/SVQ in Business Improvement Techniques at an appropriate level.
- Have a sound underpinning achievement in the application of mathematics and communication in order to demonstrate competence in using and articulating the mathematical requirements of improvement techniques.

Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.

Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are

- assessed using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

1.3 Occupational competence of internal quality assurance personnel for FME

Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.

Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

1.4 Occupational competence of external quality assurance personnel for FME

External quality assurance personnel must meet the requirements set out in section 5 of this assessment strategy. In addition;

- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by the Awarding Organisation.
- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by the Awarding Organisation.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

Annexe 2

1.1 The Level 2 Award in Proficient Poultry Meat Inspection

This Proficiency Qualification has additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy.

From January 2009 Plant Inspection Assistants (PIAs), who carry out post-mortem inspection of poultry and who are not previously qualified, need to achieve this Proficiency Qualification to comply with regulation and discharge their responsibilities effectively. PIAs suitably qualified before January 2009 will not be required to achieve this qualification, unless an employer deems this necessary in the interest of updating skills and personal development.

This qualification assesses the proficiency of PIAs to carry out poultry post-mortem checks and comply with food safety management procedures, and will confirm their understanding of what is required to do the job. The qualification can be achieved in respect of post-mortem inspection of one of four specific types of bird; broilers & hens, ducks & geese, non-hunted game birds or turkeys.

1.2 The Role of Poultry Processing Company Staff

Wherever possible, assessment and quality assurance should be conducted by supervisors, managers or other suitably experienced staff employed by poultry processing companies and carried out in the workplace.

Where the capacity or capability of the company is not geared to conduct assessment and quality assurance to the required standards, then external services can be used to provide the quality assurance roles of the qualification. Such assessors and quality assurance personnel are referred to as 'peripatetic'.

However, the qualification cannot be awarded without the involvement of relevant company personnel managing or otherwise involved with the PIA. Company personnel must contribute to confirming the competence of the PIA, by providing observations, witness testimonies or other supplementary evidence to support assessment decisions in the workplace. External quality assurance personnel will be required to check this provision within the sampling plan for external quality assurance.

1.3 Occupational competence of assessors

The requirements below are in addition to those set out in section 3 of this assessment strategy:

Assessors are required to:

- Provide current evidence of competence and understanding in the post-mortem inspection of poultry, to the satisfaction of the Awarding Organisation. This may be achieved through employment, experience and/or continuing professional development which may include the achievement of vocational qualifications relevant to poultry meat inspection.

1.4 Occupational competence of internal quality assurance personnel

The requirements below are in addition to those set out in section 3 of this assessment strategy:

Internal quality assurers are required to:

- Demonstrate sufficient and current understanding of post-mortem inspection of poultry to be internally quality assured, and know how they are applied in the PIA role, to the satisfaction of the Awarding Organisation.

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Llywodraeth Cymru
Welsh Government

Publications Code N029334 September 2011

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