

Pearson Edexcel Level 2 Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills

Specification

NVQ/competence-based qualifications

For first registration March 2011

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel Level 2 Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills (QCF)

The QNs remain the same.

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Summary of Edexcel Level 2 Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Pages 7 and 23
Guided learning definition updated	Page 42
QCF references removed from unit titles and unit levels in all units	Page3 45-911

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

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

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

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

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

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

Qualification titles covered by this specification

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

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 Certificate for Proficiency in Meat and Poultry Industry Skills	600/1109/9	01/03/2011
Pearson Edexcel Level 2 Diploma for Proficiency in Meat and Poultry Industry Skills	600/1108/7	01/03/2011

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

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

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

Key features of the Pearson Edexcel Level 2 qualifications for Proficiency in Meat and Poultry Industry Skills

These qualifications:

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

The Pearson Edexcel Level 2 Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills have been approved as components for the Food Manufacture Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are designed for learners who are working in the meat and poultry industry. They cover a broad range of skills from handling of livestock, primary meat processing, secondary processing/butchery and butchery sales and service. They offer learners the opportunity to develop skills and knowledge required to prove competence at work. They will also suit learners who are competent in meat processing activities and who are looking for ways of developing their existing skills and knowledge, perhaps to support multi-skilling or increase productivity at work.

Who are these qualifications for?

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

Pearson's policy is that the qualifications should:

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

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

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

- occupational skills and knowledge units covering processing, service and support competences combined with
- detailed knowledge units relevant to all roles.

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

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

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

- Meat & Poultry Operative
- Trainee Butcher
- Butcher Wholesale or Retail
- Slaughter Operative
- Meat Cutter

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

Learners may progress to Pearson Level 3 qualifications.

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

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

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

The Guided Learning Hours for this qualification are 255.

To achieve the Pearson Edexcel Level 2 Certificate for Proficiency in Meat and Poultry Industry Skills learners must achieve a minimum of 27 credits.

Group A - Processing and Butchery Skills Units

A minimum of 21 credits must be achieved from this group

Unit reference number	Unit title	Credit	Level
D/502/7709	Receive Livestock in Food Operations	2	2
R/502/7710	Understand how to Receive Livestock in Food Operations	3	2
Y/502/7711	Receive Poultry in Food Operations	2	2
D/502/7712	Understand how to Receive Poultry in Food Operations	3	2
H/502/7713	Contribute to Bio-security in Livestock Holding in Food Operations	2	2
K/502/7714	Understand how to Contribute to Bio-security in Livestock Holding in Food Operations	2	2
M/502/7715	Maintain Reception and Holding Areas for Livestock in Food Operations	2	2
T/502/7716	Understand how to Maintain Reception and Holding Areas for Livestock in Food Operations	2	2
A/502/7717	Care for Livestock Pre-slaughter in Food Operations	1	2
F/502/7718	Understand how to Care for Livestock Pre-slaughter in Food Operations	2	2
J/502/7719	Care for Poultry Pre-slaughter in Food Operations	1	2
A/502/7720	Understand how to Care for Poultry Pre-slaughter in Food Operations	2	2

Unit reference number	Unit title	Credit	Level
F/502/7721	Prepare and Monitor Feed and Water Supplies to Livestock in Food Operations	2	2

Unit reference number	Unit title	Credit	Level
J/502/7722	Understand how to Prepare and Monitor Feed and Water Supplies to Livestock in Food Operations	2	2
H/502/7730	Carry out Manual Stunning of Poultry	2	2
T/502/7733	Understand how to Carry out Manual Stunning of Poultry	2	2
J/502/7736	Carry out Manual Stunning of Red Meat Species	2	2
R/502/7738	Understand how to Carry out Manual Stunning of Red Meat Species	2	2
Y/502/7739	Operate an Electric Stunning System for Poultry	2	2
R/502/7741	Understand how to Operate an Electric Stunning System for Poultry	2	2
Y/502/7742	Operate a Gas Stunning System for Poultry	2	2
H/502/7744	Understand how to Operate a Gas Stunning System for Poultry	2	2
K/502/7745	Operate a Stunning System for Red Meat Species	2	2
M/502/7746	Understand how to Operate a Stunning System for Red Meat Species	2	2
T/502/7747	Carry out Manual Bleeding Operations	2	2
A/502/7748	Understand how to Carry out Manual Bleeding Operations	2	2
L/502/7754	Operate a Poultry Bleeding System	2	2
R/502/775	Understand how to Operate a Poultry Bleeding System	2	2
H/502/7761	Carry out Religious Slaughter	2	2
K/502/7762	Understand how to Carry out Religious Slaughter	2	2
M/502/7763	Carry out Bleeding Operations for Halal Meat	2	2
F/502/7766	Understand how to Carry out Bleeding Operations for Halal Meat	2	2
R/502/7772	Operate a Meat Carcase Shackling System	1	2

Unit reference number	Unit title	Credit	Level
A/502/7782	Understand how to Operate a Meat Carcase Shackling System	1	2
R/502/7786	Carry out Skinning of Meat Carcases	1	2
Y/502/7756	Understand how to Carry out Skinning of Meat Carcases	1	2
K/502/7759	Operate a Poultry Plucking System	1	2
M/502/7794	Understand how to Operate a Poultry Plucking System	1	2
Y/502/7787	Operate a De-hairing System	1	2
D/502/7788	Understand how to Operate a De-hairing System	1	2
J/502/7803	Carry out Rodding and Clipping of Meat Carcases	1	2
R/502/7805	Understand how to Carry out Rodding and Clipping of Meat Carcases	1	2
Y/502/7806	Carry out Splitting of Meat Carcases	1	2
H/502/7808	Understand how to Carry out Splitting of Meat Carcases	1	2
K/502/7809	Remove Specified Risk Material in Meat Processing	1	2
J/502/7817	Understand how to Remove Specified Risk Material in Meat Processing	1	2
L/502/7818	Control Automated Meat/Poultry Processing Operations	2	2
R/502/7819	Understand how to Control Automated Meat/Poultry Processing Operations	2	2
D/502/7810	Carry out Manual Evisceration of Poultry Carcases	1	2
K/502/7812	Understand how to Carry out Manual Evisceration of Carcases for Kosher Meat	1	2
M/502/7813	Understand how to Carry out Manual Evisceration of Poultry Carcases	1	2
H/502/7811	Carry out Manual Evisceration of Red Meat Carcases	1	2
T/502/7814	Understand how to Carry out Manual Evisceration of Red Meat Carcases	1	2

Unit reference number	Unit title	Credit	Level
A/502/7815	Operate a Carcase Electrical Stimulation System	1	2
F/502/7816	Understand how to Operate a Carcase Electrical Stimulation System	1	2
M/502/7830	Sort Waste By-products and Edible Co-products in Meat Processing	1	2
T/502/7831	Understand how to Sort Poultry Waste By-products and Edible Co-products	1	2
F/502/7833	Understand how to Sort Red Meat Waste By-products and Edible Co-products	1	2
R/502/7836	Process Waste By-products and Edible Co-products in Meat Processing	1	2
Y/502/7885	Understand how to Process Poultry Waste By-products and Edible Co-products	1	2
D/502/7838	Understand how to Process Red Meat Waste By-products and Edible Co-products	1	2
Y/502/7840	Carry out Primal Cutting in Meat Processing	2	2
K/502/7843	Understand how to Carry out Primal Cutting in Poultry Processing	2	2
T/502/7845	Understand how to Carry out Primal Cutting in Red Meat Processing	2	2
F/502/7847	Carry out Boning in Meat Processing	3	2
J/502/7848	Understand how to Carry out Boning in Poultry Processing	2	2
L/502/7849	Understand how to Carry out Boning in Red Meat Processing	2	2
L/502/7852	Carry out Seaming or Filleting in Meat Processing	2	2
F/502/7850	Understand how to Carry out Seaming or Filleting in Meat Processing	2	2
R/502/7853	Carry out Trimming in Meat Processing	2	2
Y/502/7854	Understand how to Carry out Trimming in Meat Processing	2	2

Unit reference number	Unit title	Credit	Level
D/502/7855	Carry out Primal Butchery of Red Meat in Sales Operations	2	2
H/502/7856	Understand how to Carry out Primal Butchery of Red Meat in Sales Operations	2	2
M/502/7858	Carry out Secondary Butchery of Red Meat in Sales Operations	2	2
T/502/7859	Understand how to Carry out Secondary Butchery of Red Meat in Sales Operations	2	2
K/502/7860	Carry out Poultry Butchery in Sales Operations	2	2
M/502/7861	Understand how to Carry out Poultry Butchery in Sales Operations	2	2
T/502/7862	Carry out Wild Game Butchery in Sales Operations	2	2
A/502/7863	Understand how to Carry out Wild Game Butchery in Sales Operations	2	2
L/502/7866	Produce Portion Controlled Raw Meat Products	2	2
R/502/7867	Understand how to Produce Portion Controlled Raw Meat Products	1	2
Y/502/7868	Carry out Flavour Enhancement in Meat Processing	2	2
D/502/7869	Understand how to Carry out Flavour Enhancement in Meat Processing	2	2
R/502/7870	Operate a Meat Injection System	2	2
Y/502/7871	Understand how to Operate a Meat Injection System	2	2
D/502/7872	Cure Meat Products	2	2
H/502/7873	Understand how to Cure Meat Products	2	2
K/502/7874	Carry out Massaging in Meat Processing	2	2
M/502/7875	Understand how to Carry out Massaging in Meat Processing	2	2
T/502/7876	Produce Sausages	2	2
A/502/7877	Understand how to Produce Sausages	1	2

Unit reference number	Unit title	Credit	Level
R/601/4675	Fill or Extrude Meat and Meat-based Mixtures	2	2
D/601/4677	Understand how to Fill or Extrude Meat and Meat-based Mixtures	2	2
F/502/7878	Produce Batch Meat Preparations and Products	2	2
J/502/7879	Understand how to Produce Batch Meat Preparations and Products	1	2
A/502/7880	Oven Cook Batched Meat and Meat Products	2	2
F/502/7881	Understand how to Oven Cook Batched Meat and Meat Products	2	2
J/502/7882	Fry Poultry Products	2	2
L/502/7883	Produce Added Value Meat Products in Sales Operations	2	2
R/502/7884	Understand how to Produce Added Value Meat Products in Sales Operations	2	2
L/602/1706	Prepare Sauces and Marinades by Hand in Food Manufacture	3	2
R/602/1707	Understand how to Prepare Sauces and Marinades by Hand in Food Manufacture	2	2
K/601/4570	Prepare Ingredients and Store Fillings and Toppings in Food Manufacture	3	2
H/601/4616	Understand how to Prepare and Store Savoury Fillings and Toppings in Food Manufacture	2	2
L/601/8305	Sell Food Products in a Retail Environment	2	2
R/601/8306	Understand how to Sell Food Products in a Retail Environment	3	2
F/502/7864	Display Meat and Meat Products in Sales Operations	2	2
J/502/7865	Understand how to Display Meat and Meat Products in Sales Operations	2	2
D/602/4576	Serve on a Specialist Food Retail Counter	2	2

Unit reference number	Unit title	Credit	Level
H/602/4577	Understand how to Serve on a Specialist Food Retail Counter	2	2
A/601/4573	Bake-off Food Products for Sale	2	2
J/601/4575	Understand how to Bake-Off Food Products for Sale	2	2
D/601/4615	Assemble and Process Products for Food Service	2	2
M/601/4618	Understand how to Assemble and Process Products for Food Service	2	2
D/601/4582	Prepare to Operate a Counter/Take Away Service in Food Operations	2	2
J/601/4589	Understand how to Prepare to Operate a Counter/Take Away Service in Food Operations	2	2
F/601/4591	Operate a Counter/Take Away Service in Food Operations	2	2
D/601/4596	Understand how to Operate a Counter/Take Away Service in Food Operations	2	2
M/601/4599	Prepare to Operate a Table/Tray Service in Food Operations	2	2
H/601/4602	Understand how to Prepare to Operate a Table/Tray Service in Food Operations	2	2
M/601/4604	Operate a Table/Tray Service in Food Operations	2	2
T/601/4605	Understand how to Operate a Table/Tray Service in Food Operations	2	2
A/601/8297	Produce Product Packs in Food Operations	3	2
F/601/8298	Understand how to Produce Product Packs in Food Operations	3	2
R/601/4580	Produce Individual Packs by Hand in Food Operations	3	2
A/502/7443	Understand how to Produce Individual Packs by Hand in Food Operations	3	2
J/502/7820	Label Food Products by Hand in Food Operations	1	2

Unit reference number	Unit title	Credit	Level
L/502/7821	Understand how to Label Food Products by Hand in Food Operations	1	2
R/502/7822	Prepare Food Product Orders for Customers in Food Operations	1	2
Y/502/7823	Understand how to Prepare Food Product Orders for Customers in Food Operations	1	2
M/602/1715	Prepare Orders for Despatch in Food Operations	3	2
M/602/1696	Understand how to Prepare Orders for Despatch in Food Operations	3	2

Support Operations units

Unit reference number	Unit title	Credit	Level
F/601/8303	Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	3	2
J/601/8304	Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	2	2
T/602/1702	Control Weighing in Food Manufacture	2	2
Y/601/4631	Control Temperature Reduction in Food Manufacture	3	2
D/601/4632	Control Wrapping in Food Manufacture	3	2
R/601/4613	Control Slicing in Food Manufacture	3	2
Y/601/4614	Understand how to Control Processes in Food Manufacture	4	2
J/602/1705	Control Defrosting in Food Manufacture	2	2
D/601/4663	Understand how to Control Defrosting in Food Manufacture	3	2
T/601/4653	Slice and Bag Individual Food Products	2	2
R/601/4658	Understand how to Slice and Bag Individual Food Products	2	2
M/601/4666	Control Washing and Drying Machinery in Food Operations	3	2
T/601/4670	Understand how to Control Washing and Drying Machinery in Food Operations	2	2
Y/601/2944	Contribute to Problem Diagnosis in Food Operations	2	2
D/601/2945	Understand how to Contribute to Problem Diagnosis in Food Operations	2	2
H/601/2946	Contribute to Problem Resolution in Food Operations	3	2
K/601/2947	Understand how to Contribute to Problem Resolution in Food Operations	2	2
H/601/8309	Carry out Product Changeovers in Food Manufacture	2	2
Y/601/8310	Understand how to Carry out Product Changeovers in Food Manufacture	2	2

Unit reference number	Unit title	Credit	Level
D/502/7449	Palletise and Wrap Products in Food Operations	3	2
R/502/7450	Understand how to Palletise and Wrap Products in Food Operations	2	2
R/601/4627	Pack Orders for Despatch in Food Operations	1	2
Y/601/4628	Understand how to Pack Orders for Despatch in Food Operations	1	2
A/601/4623	Store Goods and Materials in Food Operations	3	2
F/601/4624	Understand how to Store and Organise Goods and Materials in Food Operations	4	2
T/601/8301	Lift and Handle Materials Safely in Food Operations	2	2
A/601/8302	Understand how to Lift and Handle Materials Safely in Food Operations	2	2
J/601/4625	Supply Materials for Production in Food Operations	3	2
L/601/4626	Understand how to Supply Materials for Production in Food Operations	3	2
J/601/8299	Control Hygiene Cleaning in Food Operations	3	2
K/601/5184	Carry out Disinfection in Food Operations	2	2
T/601/5186	Understand how to Carry out Disinfection in Food Operations	2	2
M/601/8300	Understand how to Control Hygiene Cleaning in Food Operations	3	2
T/602/0632	Sharpen Cutting Tools for Use in Food Operations	2	2
F/602/0634	Understand how to Sharpen Cutting Tools for Use in Food Operations	2	2
T/601/2921	Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
A/601/2922	Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2

Unit reference number	Unit title	Credit	Level
D/601/8311	Carry out Sampling for Quality Control in Food Operations	2	3
H/601/8312	Understand how to Carry out Sampling for Quality Control in Food Operations	3	3
Y/601/2927	Organise and Improve Work Activities for Achieving Excellence in Food Operations	3	2
D/601/2928	Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations	3	2
K/601/2933	Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
M/601/2934	Understand how to Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
A/601/2919	Contribute to Environmental Safety in Food Operations	2	2
M/601/2920	Understand how to Contribute to Environmental Safety in Food Operations	2	2
L/601/2925	Contribute to Sustainable Practice in Food Operations	1	2
R/601/2926	Understand how to Contribute to Sustainable Practice in Food Operations	2	2

Group B – Optional - Common Operations

It is not mandatory to take any credits from this group, but up to 4 credits can be achieved.

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

Unit reference number	Unit title	Credit	Level
A/601/8316	Carry out Task Hand-over Procedures in Food Manufacture	2	2
F/601/8317	Understand how to Carry out Task Hand-over Procedures in Food Manufacture	1	2

Group C - Optional Knowledge Units

It is not mandatory to take any credits from this group, but up to 6 credits can be achieved.

Unit reference number	Unit title	Credit	Level
M/502/7844	Principles of Breed and Pre-slaughter Selection of Meat and Poultry Species	3	3
H/502/7842	Principles of Slaughtering for Halal Meat	2	2
D/502/7841	Principles of Slaughtering for Kosher Meat	2	2
H/502/7839	Principles of Butchery	2	2
Y/502/7837	Principles of Curing Meat	2	2
L/502/7835	Principles of a Specialist Raw Meat and Poultry Sales Service	2	2
J/502/7834	Principles of a Specialist Cooked Meat and Poultry Sales Service	2	2
A/502/7832	Principles of a Specialist Cheese Sales Service	2	2
A/502/7829	Principles of Chilling and Freezing Meat and Poultry	2	2
T/502/7828	Principles of Frying Poultry Products	2	2
M/502/7827	Principles of Classification of Meat and Poultry Carcasses	3	3
K/502/7826	Principles of Technology in Meat Processing	2	2
A/502/7846	Principles of Adding Value to Meat and Poultry Products	3	3
H/502/7825	Principles of Animal Waste and By-Product Removal and Processing of Edible Co-products	3	3
A/602/4505	Principles of Weights and Measures in Food Technology	4	3
F/602/4506	Principles of Freezing Methods in Food Technology	4	3
T/602/4566	Principles of Food Labelling in Food Operations	4	3
D/502/7824	Principles of Modified Atmosphere and Vacuum Packaging in Food Technology	2	2

Unit reference number	Unit title	Credit	Level
H/502/7436	Principles of Food Processing Operations		2
M/502/7357	Principles of Instrumentation and Control Systems in Food Operations	2	2
Y/600/2382	Principles of HACCP Based Food Safety Systems	3	3
F/601/2954	Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
L/601/2701	Principles of Sustainability in Food Operations	4	3

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

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

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

The Guided Learning Hours for this qualification are 338.

To achieve the Pearson Edexcel Level 2 Diploma for Proficiency in Meat and Poultry Industry Skills learners must achieve a minimum of 37 credits.

Group A - Processing and Butchery Skills Units

A minimum of 22 credits must be achieved from this group

Unit reference number	Unit title	Credit	Level
D/502/7709	Receive Livestock in Food Operations	2	2
R/502/7710	Understand how to Receive Livestock in Food Operations	3	2
Y/502/7711	Receive Poultry in Food Operations	2	2
D/502/7712	Understand how to Receive Poultry in Food Operations	3	2
H/502/7713	Contribute to Bio-security in Livestock Holding in Food Operations	2	2
K/502/7714	Understand how to Contribute to Bio-security in Livestock Holding in Food Operations	2	2
M/502/7715	Maintain Reception and Holding Areas for Livestock in Food Operations	2	2
T/502/7716	Understand how to Maintain Reception and Holding Areas for Livestock in Food Operations	2	2
A/502/7717	Care for Livestock Pre-slaughter in Food Operations	1	2
F/502/7718	Understand how to Care for Livestock Pre-slaughter in Food Operations	2	2
J/502/7719	Care for Poultry Pre-slaughter in Food Operations	1	2
A/502/7720	Understand how to Care for Poultry Pre-slaughter in Food Operations	2	2

Unit reference number	Unit title	Credit	Level
F/502/7721	Prepare and Monitor Feed and Water Supplies to Livestock in Food Operations	2	2
J/502/7722	Understand how to Prepare and Monitor Feed and Water Supplies to Livestock in Food Operations	2	2
H/502/7730	Carry out Manual Stunning of Poultry	2	2
T/502/7733	Understand how to Carry out Manual Stunning of Poultry	2	2
J/502/7736	Carry out Manual Stunning of Red Meat Species	2	2
R/502/7738	Understand how to Carry out Manual Stunning of Red Meat Species	2	2
Y/502/7739	Operate an Electric Stunning System for Poultry	2	2
R/502/7741	Understand how to Operate An Electric Stunning System for Poultry	2	2
Y/502/7742	Operate a Gas Stunning System for Poultry	2	2
H/502/7744	Understand how to Operate a Gas Stunning System for Poultry	2	2
K/502/7745	Operate a Stunning System for Red Meat Species	2	2
M/502/7746	Understand how to Operate a Stunning System for Red Meat Species	2	2
T/502/7747	Carry out Manual Bleeding Operations	2	2
A/502/7748	Understand how to Carry out Manual Bleeding Operations	2	2
L/502/7754	Operate a Poultry Bleeding System	2	2
R/502/775	Understand how to Operate a Poultry Bleeding System	2	2
H/502/7761	Carry out Religious Slaughter	2	2
K/502/7762	Understand how to Carry out Religious Slaughter	2	2
M/502/7763	Carry out Bleeding Operations for Halal Meat	2	2

Unit reference number	Unit title	Credit	Level
F/502/7766	Understand how to Carry out Bleeding Operations for Halal Meat	2	2
R/502/7772	Operate a Meat Carcase Shackling System	1	2
A/502/7782	Understand how to Operate a Meat Carcase Shackling System	1	2
R/502/7786	Carry out Skinning of Meat Carcases	1	2
Y/502/7756	Understand how to Carry out Skinning of Meat Carcases	1	2
K/502/7759	Operate a Poultry Plucking System	1	2
M/502/7794	Understand how to Operate a Poultry Plucking System	1	2
Y/502/7787	Operate a De-hairing System	1	2
D/502/7788	Understand how to Operate a De-hairing System	1	2
J/502/7803	Carry out Rodding and Clipping of Meat Carcases	1	2
R/502/7805	Understand how to Carry out Rodding and Clipping of Meat Carcases	1	2
Y/502/7806	Carry out Splitting of Meat Carcases	1	2
H/502/7808	Understand how to Carry out Splitting of Meat Carcases	1	2
K/502/7809	Remove Specified Risk Material in Meat Processing	1	2
J/502/7817	Understand how to Remove Specified Risk Material in Meat Processing	1	2
L/502/7818	Control Automated Meat/Poultry Processing Operations	2	2
R/502/7819	Understand how to Control Automated Meat/Poultry Processing Operations	2	2
D/502/7810	Carry out Manual Evisceration of Poultry Carcases	1	2
K/502/7812	Understand how to Carry out Manual Evisceration of Carcases for Kosher Meat	1	2
M/502/7813	Understand how to Carry out Manual Evisceration of Poultry Carcases	1	2

Unit reference number	Unit title	Credit	Level
H/502/7811	Carry out Manual Evisceration of Red Meat Carcasses	1	2
T/502/7814	Understand how to Carry out Manual Evisceration of Red Meat Carcasses	1	2
A/502/7815	Operate a Carcase Electrical Stimulation System	1	2
F/502/7816	Understand how to Operate a Carcase Electrical Stimulation System	1	2
M/502/7830	Sort Waste By-products and Edible Co-products in Meat Processing	1	2
T/502/7831	Understand how to Sort Poultry Waste By-products and Edible Co-products	1	2
F/502/7833	Understand how to Sort Red Meat Waste By-products and Edible Co-products	1	2
R/502/7836	Process Waste By-products and Edible Co-products in Meat Processing	1	2
Y/502/7885	Understand how to Process Poultry Waste By-products and Edible Co-products	1	2
D/502/7838	Understand how to Process Red Meat Waste By-products and Edible Co-products	1	2
Y/502/7840	Carry out Primal Cutting in Meat Processing	2	2
K/502/7843	Understand how to Carry out Primal Cutting in Poultry Processing	2	2
T/502/7845	Understand how to Carry out Primal Cutting in Red Meat Processing	2	2
F/502/7847	Carry out Boning in Meat Processing	3	2
J/502/7848	Understand how to Carry out Boning in Poultry Processing	2	2
L/502/7849	Understand how to Carry out Boning in Red Meat Processing	2	2
L/502/7852	Carry out Seaming or Filleting in Meat Processing	2	2

Unit reference number	Unit title	Credit	Level
F/502/7850	Understand how to Carry out Seaming or Filleting in Meat Processing	2	2
R/502/7853	Carry out Trimming in Meat Processing	2	2
Y/502/7854	Understand how to Carry out Trimming in Meat Processing	2	2
D/502/7855	Carry out Primal Butchery of Red Meat in Sales Operations	2	2
H/502/7856	Understand how to Carry out Primal Butchery of Red Meat in Sales Operations	2	2
M/502/7858	Carry out Secondary Butchery of Red Meat in Sales Operations	2	2
T/502/7859	Understand how to Carry out Secondary Butchery of Red Meat in Sales Operations	2	2
K/502/7860	Carry out Poultry Butchery in Sales Operations	2	2
M/502/7861	Understand how to Carry out Poultry Butchery in Sales Operations	2	2
T/502/7862	Carry out Wild Game Butchery in Sales Operations	2	2
A/502/7863	Understand how to Carry out Wild Game Butchery in Sales Operations	2	2
L/502/7866	Produce Portion Controlled Raw Meat Products	2	2
R/502/7867	Understand how to Produce Portion Controlled Raw Meat Products	1	2
Y/502/7868	Carry out Flavour Enhancement in Meat Processing	2	2
D/502/7869	Understand how to Carry out Flavour Enhancement in Meat Processing	2	2
R/502/7870	Operate a Meat Injection System	2	2
Y/502/7871	Understand how to Operate a Meat Injection System	2	2
D/502/7872	Cure Meat Products	2	2
H/502/7873	Understand how to Cure Meat Products	2	2

Unit reference number	Unit title	Credit	Level
K/502/7874	Carry out Massaging in Meat Processing	2	2
M/502/7875	Understand how to Carry out Massaging in Meat Processing	2	2
T/502/7876	Produce Sausages	2	2
A/502/7877	Understand how to Produce Sausages	1	2
R/601/4675	Fill or Extrude Meat and Meat-based Mixtures	2	2
D/601/4677	Understand how to Fill or Extrude Meat and Meat-based Mixtures	2	2
F/502/7878	Produce Batch Meat Preparations and Products	2	2
J/502/7879	Understand how to Produce Batch Meat Preparations and Products	1	2
A/502/7880	Oven Cook Batched Meat and Meat Products	2	2
F/502/7881	Understand how to Oven Cook Batched Meat and Meat Products	2	2
J/502/7882	Fry Poultry Products	2	2
L/502/7883	Produce Added Value Meat Products in Sales Operations	2	2
R/502/7884	Understand how to Produce Added Value Meat Products in Sales Operations	2	2
L/602/1706	Prepare Sauces and Marinades by Hand in Food Manufacture	3	2
R/602/1707	Understand how to Prepare Sauces and Marinades by Hand in Food Manufacture	2	2
K/601/4570	Prepare Ingredients and Store Fillings and Toppings in Food Manufacture	3	2
H/601/4616	Understand how to Prepare and Store Savoury Fillings and Toppings in Food Manufacture	2	2
L/601/8305	Sell Food Products in a Retail Environment	2	2
R/601/8306	Understand how to Sell Food Products in a Retail Environment	3	2

Unit reference number	Unit title	Credit	Level
F/502/7864	Display Meat and Meat Products in Sales Operations	2	2
J/502/7865	Understand how to Display Meat and Meat Products in Sales Operations	2	2
D/602/4576	Serve on a Specialist Food Retail Counter	2	2
H/602/4577	Understand how to Serve on a Specialist Food Retail Counter	2	2
A/601/4573	Bake-off Food Products for Sale	2	2
J/601/4575	Understand how to Bake-off Food Products for Sale	2	2
D/601/4615	Assemble and Process Products for Food Service	2	2
M/601/4618	Understand how to Assemble and Process Products for Food Service	2	2
D/601/4582	Prepare to Operate a Counter/Take Away Service in Food Operations	2	2
J/601/4589	Understand how to Prepare to Operate a Counter/Take Away Service in Food Operations	2	2
F/601/4591	Operate a Counter/Take Away Service in Food Operations	2	2
D/601/4596	Understand how to Operate a Counter/Take Away Service in Food Operations	2	2
M/601/4599	Prepare to Operate a Table/Tray Service in Food Operations	2	2
H/601/4602	Understand how to Prepare to Operate a Table/Tray Service in Food Operations	2	2
M/601/4604	Operate a Table/Tray Service in Food Operations	2	2
T/601/4605	Understand how to Operate a Table/Tray Service in Food Operations	2	2
A/601/8297	Produce Product Packs in Food Operations	3	2
F/601/8298	Understand how to Produce Product Packs in Food Operations	3	2

Unit reference number	Unit title	Credit	Level
R/601/4580	Produce Individual Packs by Hand in Food Operations	3	2
A/502/7443	Understand how to Produce Individual Packs by Hand in Food Operations	3	2
J/502/7820	Label Food Products by Hand in Food Operations	1	2
L/502/7821	Understand how to Label Food Products by Hand in Food Operations	1	2
R/502/7822	Prepare Food Product Orders for Customers in Operations	1	2
Y/502/7823	Understand how to Prepare Food Product Orders for Customers in Operations	1	2
M/602/1715	Prepare Orders for Despatch in Food Operations	3	2
M/602/1696	Understand how to Prepare Orders for Despatch in Food Operations	3	2
F/601/8303	Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	3	2
J/601/8304	Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	2	2
T/602/1702	Control Weighing in Food Manufacture	2	2
Y/601/4631	Control Temperature Reduction in Food Manufacture	3	2
D/601/4632	Control Wrapping in Food Manufacture	3	2
R/601/4613	Control Slicing in Food Manufacture	3	2
Y/601/4614	Understand how to Control Processes in Food Manufacture	4	2
J/602/1705	Control Defrosting in Food Manufacture	2	2
D/601/4663	Understand how to Control Defrosting in Food Manufacture	3	2
T/601/4653	Slice and Bag Individual Food Products	2	2
R/601/4658	Understand how to Slice and Bag Individual Food Products	2	2

Unit reference number	Unit title	Credit	Level
M/601/4666	Control Washing and Drying Machinery in Food Operations	3	2
T/601/4670	Understand how to Control Washing and Drying Machinery in Food Operations	2	2
Y/601/2944	Contribute to Problem Diagnosis in Food Operations	2	2
D/601/2945	Understand how to Contribute to Problem Diagnosis in Food Operations	2	2
H/601/2946	Contribute to Problem Resolution in Food Operations	3	2
K/601/2947	Understand how to Contribute to Problem Resolution in Food Operations	2	2
H/601/8309	Carry out Product Changeovers in Food Manufacture	2	2
Y/601/8310	Understand how to Carry out Product Changeovers in Food Manufacture	2	2
D/502/7449	Palletise and Wrap Products in Food Operations	3	2
R/502/7450	Understand how to Palletise and Wrap Products in Food Operations	2	2
R/601/4627	Pack Orders for Despatch in Food Operations	1	2
Y/601/4628	Understand how to Pack Orders for Despatch in Food Operations	1	2
A/601/4623	Store Goods and Materials in Food Operations	3	2
F/601/4624	Understand how to Store and Organise Goods and Materials in Food Operations	4	2
T/601/8301	Lift and Handle Materials Safely in Food Operations	2	2
A/601/8302	Understand how to Lift and Handle Materials Safely in Food Operations	2	2
J/601/4625	Supply Materials for Production in Food Operations	3	2
L/601/4626	Understand how to Supply Materials for Production in Food Operations	3	2

Unit reference number	Unit title	Credit	Level
J/601/8299	Control Hygiene Cleaning in Food Operations	3	2
K/601/5184	Carry out Disinfection in Food Operations	2	2
T/601/5186	Understand how to Carry out Disinfection in Food Operations	2	2
M/601/8300	Understand how to Control Hygiene Cleaning in Food Operations	3	2
T/602/0632	Sharpen Cutting Tools for Use in Food Operations	2	2
F/602/0634	Understand how to Sharpen Cutting Tools for Use in Food Operations	2	2
T/601/2921	Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
A/601/2922	Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
D/601/8311	Carry out Sampling for Quality Control in Food Operations	2	3
H/601/8312	Understand how to Carry out Sampling for Quality Control in Food Operations	3	3
Y/601/2927	Organise and Improve Work Activities for Achieving Excellence in Food Operations	3	2
D/601/2928	Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations	3	2
K/601/2933	Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
M/601/2934	Understand how to Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
A/601/2919	Contribute to Environmental Safety in Food Operations	2	2

Unit reference number	Unit title	Credit	Level
M/601/2920	Understand how to Contribute to Environmental Safety in Food Operations	2	2
L/601/2925	Contribute to Sustainable Practice in Food Operations	1	2
R/601/2926	Understand how to Contribute to Sustainable Practice in Food Operations	2	2

Group B – Optional - Common Operations units

It is not mandatory to take any credits from this group, but up to 8 credits can be achieved.

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

Unit reference Number	Unit title	Credit	Level
F/601/8317	Understand how to Carry out Task Hand-over Procedures in Food Manufacture	1	2

Group C - Knowledge Units

A minimum of 7 credits must be achieved from this group.

Unit reference Number	Unit title	Credit	Level
M/502/7844	Principles of Breed and Pre-slaughter Selection of Meat and Poultry Species	3	3
H/502/7842	Principles of Slaughtering for Halal Meat	2	2
D/502/7841	Principles of Slaughtering for Kosher Meat	2	2
H/502/7839	Principles of Butchery	2	2
Y/502/7837	Principles of Curing Meat	2	2
L/502/7835	Principles of a Specialist Raw Meat and Poultry Sales Service	2	2
J/502/7834	Principles of a Specialist Cooked Meat and Poultry Sales Service	2	2
A/502/7832	Principles of a Specialist Cheese Sales Service	2	2
A/502/7829	Principles of Chilling and Freezing Meat and Poultry	2	2
T/502/7828	Principles of Frying Poultry Products	2	2
M/502/7827	Principles of Classification of Meat and Poultry Carcasses	3	3
K/502/7826	Principles of Technology in Meat Processing	2	2
A/502/7846	Principles of Adding Value to Meat and Poultry Products	3	3
H/502/7825	Principles of Animal Waste and By-Product Removal and Processing of Edible Co-products	3	3
A/602/4505	Principles of Weights and Measures in Food Technology	4	3
F/602/4506	Principles of Freezing Methods in Food Technology	4	3
T/602/4566	Principles of Food Labelling in Food Operations	4	3
D/502/7824	Principles of Modified Atmosphere and Vacuum Packaging in Food Technology	2	2
H/502/7436	Principles of Food Processing Operations	3	2

Unit reference Number	Unit title	Credit	Level
M/502/7357	Principles of Instrumentation and Control Systems in Food Operations	2	2
Y/600/2382	The Principles of HACCP for Food Manufacturing	3	3
F/601/2954	Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
L/601/2701	The Principles of Sustainability in Food Operations	4	3

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
- as part of a training programme.

Assessment strategy

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

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

Units

Unit 1: Receive Livestock in Food Operations

Unit reference number: D/502/7709

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who receive livestock in a food business.

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 receiving livestock in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to receive livestock in food operations	1.1 direct vehicles to the holding area for unloading of livestock 1.2 check that the delivery vehicle is correctly positioned and secured 1.3 check that the delivery vehicle is safe to unload 1.4 clear space to receive the livestock from the vehicle 1.5 check that the holding area is suitable and ready to receive livestock 1.6 clear the route from the vehicle to the holding area for livestock 1.7 check all ramps, rails and handling equipment for unloading livestock 1.8 report any problems when planning to unload livestock to the relevant person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Accept livestock in food operations	2.1 check the condition of livestock to determine whether they are suitable to be accepted 2.2 check documentation from the vehicle driver 2.3 report any discrepancies in the document to the relevant people 2.4 follow the organisation's procedures to deal with any unacceptable livestock			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Unload and pen livestock in food operations	3.1 gather livestock and move them to the holding area treating them in a safe manner 3.2 pen livestock in the holding area treating them humanely 3.3 check that livestock have a readily available, constant supply of drinking water 3.4 check that all livestock are located in the holding areas 3.5 check that livestock are held in the appropriate numbers in the holding areas 3.6 deal with any difficulties within the limits of own authority 3.7 direct vehicles away from holding areas when unloading is complete			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Understand how to Receive Livestock in Food Operations

Unit reference number: R/502/7710

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who understand how to receive livestock, in a food business.

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 livestock in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to receive livestock</p>	<p>1.1 state the responsibilities which must be fulfilled under animal welfare regulations and legislation</p> <p>1.2 describe the importance of identifying livestock that is:</p> <ul style="list-style-type: none"> - dead - diseased - injured - dirty <p>when preparing to receive livestock</p> <p>1.3 describe methods of securing a vehicle and preparing it for unloading</p> <p>1.4 describe how to check and prepare holding areas, ramps, rails and handling equipment for unloading and the importance of doing this</p> <p>1.5 describe types, size and regulations of holding facilities for different livestock and how to prepare them</p> <p>1.6 list potential hazards to livestock and people which may occur in the holding areas and how to minimise these</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to accept livestock	<p>2.1 state the organisation's procedures for dealing with livestock with problems or potential problems of:</p> <ul style="list-style-type: none"> - ill-health - stress - appearance - posture - movement - behaviour <p>when preparing to receive livestock for food operations</p> <p>2.2 describe how to keep livestock healthy during transport and minimise the chances of stress or injury and the effect of this on carcase meat</p> <p>2.3 state the organisation's procedures for receiving and unloading livestock</p> <p>2.4 describe the organisation's procedures for documentation and reporting on matters relating to receiving livestock and the importance of checking to identify any errors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to unload and pen livestock	3.1 describe methods of handling different species of livestock safely 3.2 describe how to introduce livestock into holding areas in a way which minimises their stress 3.3 state the importance of moving animals along a clear route from a vehicle to a holding area when receiving livestock 3.4 describe the limits of your authority for dealing with difficulties and concerns to do with unloading and penning livestock			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Receive Poultry in Food Operations

Unit reference number:	Y/502/7711
Level:	2
Credit value:	2
Guided learning hours:	11

Unit summary

This unit supports workforce development for those who receive poultry in a food business.

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 receiving poultry in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Receive and prepare to unload poultry	1.1 check that the delivery vehicle is in position for checking of birds 1.2 direct the parking of the vehicle into a position that avoids stress to birds 1.3 arrange for appropriate space to receive birds 1.4 check that handling equipment is available and safe for unloading poultry 1.5 check documentation from the delivery driver when receiving poultry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Unload poultry	2.1 check the condition of the poultry and their suitability for acceptance 2.2 direct vehicles to the area for unloading of poultry 2.3 check that the vehicle is secured and safe to unload 2.4 check that the unloading of poultry is safe and humane 2.5 assist with the movement or despatch of vehicles when unloading is complete			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Understand how to Receive Poultry in Food Operations

Unit reference number: D/502/7712

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to receive poultry, in a food business.

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 poultry in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to receive and prepare to unload poultry</p>	<p>1.1 state the responsibilities that must be fulfilled under animal welfare regulations and legislation</p> <p>1.2 state why it is important to identify birds that are:</p> <ul style="list-style-type: none"> - dead - moribund - diseased - injured - dirty <p>when receiving and preparing to unload poultry</p> <p>1.3 describe how to check and prepare facilities and equipment for unloading</p> <p>1.4 state regulations relating to holding locations for vehicles containing live poultry</p> <p>1.5 state the importance of controlling environmental conditions for holding live poultry</p> <p>1.6 describe the organisation's procedures for documenting and reporting matters relating to receiving poultry</p> <p>1.7 list the reasons for keeping records about receiving poultry</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to unload poultry	2.1 describe how to recognise signs of ill-health in live poultry 2.2 describe how to maintain the health of live poultry during transfer and minimise the chances of stress or injury 2.3 list the effects of stress and damage on carcass meat 2.4 list methods of securing the vehicle and preparing it for unloading live poultry 2.5 state the importance of securing the vehicle and preparing it for unloading of live poultry 2.6 state the organisation's procedures for dealing with the receipt of live poultry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Contribute to Bio-security in Livestock Holding in Food Operations

Unit reference number: H/502/7713

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who contribute to bio-security in livestock holding in a food business.

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 contributing to bio-security in livestock holding in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to enter the site	1.1 use and wear correct personal protective equipment that is fit for use 1.2 seek advice from the relevant person if further explanation is required concerning specific tasks			
2 Maintain bio-security while on site	2.1 follow the organisation's rules for bio-security entering the site, while on site and leaving the site 2.2 follow the organisation's procedures for using personal protective equipment 2.3 take steps to avoid contamination and cross-contamination of the site			
3 Report any concerns on bio-security	3.1 communicate in a way that encourages effective working relationships 3.2 report any concerns to the relevant person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Understand how to Contribute to Bio-security in Livestock Holding in Food Operations

Unit reference number: K/502/7714

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand bio-security in livestock holding, in a food business.

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 bio-security in livestock holding in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to enter the site	1.1 list tasks and activities in own area of responsibility 1.2 describe how to carry out tasks and activities in own area of responsibility 1.3 state who to go to for further information and advice on specific tasks and activities 1.4 state the importance of seeking further information or advice on how to do specific tasks or activities 1.5 list the personal protective clothing, footwear and equipment that is required by the organisation			
2 Understand how to maintain bio-security while on site	2.1 state the organisation's procedures for bio-security for entering the site, while on site and leaving the site 2.2 describe how contamination and cross-contamination can occur and the effect on livestock 2.3 state the standards of bio-security for the work area 2.4 describe the organisation's health and safety procedures regarding bio-security 2.5 list methods of working effectively with others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to report any concerns on bio-security in food operations	3.1 describe methods of communicating effectively about bio-security 3.2 state why effective communication is important when dealing with bio-security			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Maintain Reception and Holding Areas for Livestock in Food Operations

Unit reference number: M/502/7715

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who maintain reception and holding areas for livestock in a food business.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare and identify areas requiring maintenance	1.1 select tools and materials for cleaning 1.2 check tools are fit for use 1.3 report any problems with tools and materials to the relevant person			
2 Clean and maintain the livestock reception area	2.1 follow cleaning schedules for the livestock reception area 2.2 re-position fixtures and fittings in the livestock reception area 2.3 identify damaged and faulty fixtures and fittings 2.4 take action to repair or replace damaged and faulty fixtures and fittings 2.5 check fixtures and fittings for operational fitness in the livestock reception area 2.6 report problems with fixtures and fittings to the relevant person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 8: Understand how to Maintain Reception and Holding Areas for Livestock in Food Operations

Unit reference number: T/502/7716

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to maintain reception and holding areas for livestock, in a food business.

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 reception and holding areas for livestock in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare and identify areas requiring maintenance	1.1 list cleaning tools and materials to use in maintaining reception and holding areas 1.2 describe how to identify non-conforming tools 1.3 describe how to select the correct tools for cleaning and maintenance			
2 Understand how to maintain the livestock reception area	2.1 state how to carry out cleaning of the livestock reception areas 2.2 describe how to re-position fixtures and fittings after cleaning 2.3 list the problems that can occur if fixtures and fittings are not repositioned after cleaning 2.4 state the importance of carrying out maintenance work 2.5 list the problems that may occur if maintenance work is not completed 2.6 state who to report problems to if own authority is exceeded			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 9: Care for Livestock Pre-slaughter in Food Operations

Unit reference number: A/502/7717

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who care for livestock pre-slaughter in a food business.

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 caring for livestock pre-slaughter in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Handle and separate livestock safely	1.1 handle livestock pre-slaughter in a way that is safe, is humane and minimises stress and injury 1.2 separate livestock pre-slaughter which are: <ul style="list-style-type: none"> - dead on arrival - dying - diseased - injured 			
2 Monitor livestock holding areas	2.1 confirm the suitability of the livestock holding area with the relevant person 2.2 keep livestock holding areas clean 2.3 check that livestock are held in numbers that do not cause distress or welfare problems 2.4 check and maintain adequate bedding, ventilation and light for the livestock pre-slaughter			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 10: Understand how to Care for Livestock Pre-slaughter in Food Operations

Unit reference number: F/502/7718

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to care for livestock pre-slaughter, in a food business.

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.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when caring for livestock pre-slaughter in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to care for livestock</p>	<p>1.1 state own responsibilities under animal welfare regulations and legislation and the importance of caring for livestock</p> <p>1.2 describe how to assess the suitability of environmental conditions when caring for livestock pre-slaughter</p> <p>1.3 explain how to identify and separate livestock immediately if they are:</p> <ul style="list-style-type: none"> - sick - fractious - stressed - injured <p>and what may happen if this is not done</p> <p>1.4 state the organisation's procedures for separating livestock</p> <p>1.5 describe how to handle livestock safely in various situations to minimise stress and injury to animal or self</p> <p>1.6 state how stress and injury to livestock affects the quality of meat</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor livestock holding areas	2.1 state why livestock must be located in holding areas for pre-slaughter care 2.2 identify the relevant person to confirm the holding area for livestock 2.3 list different fixtures and fittings required for holding areas 2.4 describe how to follow cleaning schedules within the organisation's procedures to clean holding areas for livestock			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Care for Poultry Pre-slaughter in Food Operations

Unit reference number: J/502/7719

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who care for poultry pre-slaughter in a food business.

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 caring for poultry pre-slaughter in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor the welfare of poultry	1.1 check the condition of poultry waiting to be unloaded 1.2 identify birds that are: <ul style="list-style-type: none"> - dead on arrival - moribund - diseased - injured 1.3 check environmental conditions to ensure the welfare of poultry awaiting slaughter 1.4 follow the organisation's procedures to deal with problems in the environmental conditions 1.5 follow the organisation's procedures to inform the relevant people about birds who are: <ul style="list-style-type: none"> - dead on arrival - moribund - diseased - injured 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Care for poultry pre-slaughter	2.1 handle birds safely and humanely 2.2 de-crate birds humanely 2.3 separate birds that are: <ul style="list-style-type: none"> - dead on arrival - moribund - diseased - injured 2.4 hang birds from the holding area in an efficient and humane manner			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 12: Understand how to Care for Poultry Pre-slaughter in Food Operations

Unit reference number: A/502/7720

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to care for poultry pre-slaughter, in a food business.

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 caring for poultry pre-slaughter in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to monitor the welfare of poultry	1.1 state own responsibilities under animal welfare regulations and legislation 1.2 describe how to assess the suitability of environmental conditions needed to care for poultry pre-slaughter and why it is important 1.3 describe how to check vehicles, crates and birds in holding areas 1.4 describe how to separate and deal with birds that need to be separated 1.5 state the organisation's procedures for moving, separating and monitoring poultry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to care for poultry pre-slaughter	2.1 state the organisation's procedures for hanging on birds 2.2 describe how to handle poultry in a way that minimises stress 2.3 describe how to recognise and deal with problems with poultry 2.4 describe how to identify birds that need separating in pre-slaughter care 2.5 describe how to separate poultry safely with minimum stress in pre-slaughter care 2.6 describe how to recognise stress in poultry in pre-slaughter care			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 13: Prepare and Monitor Feed and Water Supplies to Livestock in Food Operations

Unit reference number: F/502/7721

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who prepare and monitor feed and water supplies to livestock in a food business.

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 preparing and monitoring feed and water supplies to livestock in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare feed and water supplies for livestock	1.1 follow the organisation's procedures to select the appropriate type, quantity and quality of feed 1.2 prepare livestock feed and keep adequate stocks in hygienic conditions 1.3 check livestock feed and water supplies to confirm they are fresh and clean 1.4 check that livestock feed and water equipment is safe and ready for use 1.5 record relevant information about feed and water supplies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor and maintain supply of feed and water for livestock	2.1 follow the organisation's procedures to supply feed to livestock 2.2 follow the organisation's procedures to supply clean, fresh water to livestock 2.3 report concerns relating to the feeding and drinking habits of livestock immediately 2.4 monitor the condition of livestock feed and water 2.5 deal with problems relating to the condition of livestock feed and water immediately within own authority 2.6 clean and monitor livestock feed and drink equipment			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 14: Understand how to Prepare and Monitor Feed and Water Supplies to Livestock in Food Operations

Unit reference number: J/502/7722

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to prepare and monitor feed and water supplies to livestock, in a food business.

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 and monitoring feed and water supplies to livestock in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare feed and water supplies for livestock	1.1 list the type, quantity and quality of feed and drinking water for the relevant categories of livestock 1.2 describe how to obtain feed and maintain adequate stocks for livestock 1.3 list the reasons for checking the conditions of feed and water for livestock 1.4 state the importance of ensuring that all livestock have adequate access to feed and water for livestock 1.5 state the importance of recording information regarding feed and drink for livestock			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor and maintain supply of feed and water for livestock	2.1 describe how to provide feed and water to livestock 2.2 describe normal feeding and drinking behaviour of livestock and the possible reasons for changes in behaviour 2.3 state the organisation's procedures for reporting problems with feeding and watering and the types of problems that may be encountered 2.4 state the importance of monitoring livestock's response to handling and the organisation's procedures for carrying this out 2.5 describe how to clean and keep feeding and watering equipment in a fit condition for livestock including the removal of organic waste 2.6 describe how to store and use feeding and watering equipment for livestock			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 15: Carry out Manual Stunning of Poultry

Unit reference number: H/502/7730

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who carry out manual stunning in an abattoir or a poultry meat processing business.

The unit is designed for use primarily by abattoir 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 carrying out manual stunning of poultry. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check equipment and facilities for manual stunning	1.1 make sure all tools or equipment required for stunning are available 1.2 check that tools or equipment needed for stunning are working 1.3 check that birds are available for stunning 1.4 check that the landing area is clean and free from obstacles 1.5 check that the slaughter line is ready to receive stunned birds 1.6 follow the food business operator's (FBO's) procedures to deal with any problems with stunning within limits of own authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out stunning using manually operated methods	2.1 place the bird in a suitable and safe position to carry out stunning 2.2 position and operate the stunning tools or equipment 2.3 check that effective stunning has taken place 2.4 follow the FBO's procedures to deal with any ineffective stunning 2.5 make sure that the bird is removed from the stunning area with minimum carcass damage 2.6 hang the bird on the bleeding or dressing rail 2.7 make sure that regulatory requirements are met at every stage of the stunning process			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 16: Understand how to Carry out Manual Stunning of Poultry

Unit reference number: T/502/7733

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to carry out manual stunning, in a poultry meat processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to carry out manual stunning	1.1 state the importance of positioning poultry in the specified position for stunning 1.2 describe the importance of positioning the stunning tools or equipment to ensure effective stunning 1.3 state the importance of checking that back-up systems are in place before starting stunning 1.4 list the legally permitted methods of stunning poultry and pre-slaughter stunning checks required 1.5 outline the main regulatory requirements for the stunning of poultry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out manual stunning	2.1 state how to position poultry to achieve an effective stun 2.2 describe how to operate the stunning tools or equipment 2.3 describe how to hang stunned birds for transfer to the bleeding or dressing rail 2.4 describe the importance of keeping birds calm in the stunning area 2.5 state how stress affects poultry in the stunning processes 2.6 list signs of effective and ineffective stunning 2.7 describe the process and procedural controls that relate to stunning areas			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 17: Carry out Manual Stunning of Red Meat Species

Unit reference number: J/502/7736

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who carry out manual stunning of red meat species in an abattoir or a meat processing business.

The unit is designed for use primarily by abattoir 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 carrying out manual stunning of red meat species. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check equipment and facilities for manual stunning	1.1 make sure all tools and equipment for stunning are available 1.2 check that tools and equipment needed for stunning are working 1.3 check that animals are available for stunning 1.4 check that the landing area is clean and free from obstacles 1.5 check that the slaughter line is ready to receive stunned animals 1.6 follow food business operator's (FBO's) procedures to deal with any problems with stunning tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Stun animals using manually operated methods	2.1 position the animal in a suitable and safe position to carry out stunning 2.2 position and operate the stunning tools and equipment 2.3 check that effective stunning has taken place 2.4 follow the FBO's procedures to deal with any ineffective operation of stunning tools and equipment 2.5 make sure that the animal is removed from the stunning area with minimum carcass damage 2.6 shackle the animal for lifting to the bleeding or dressing rail 2.7 make sure that regulatory requirements are met at every stage of the stunning process			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 18: Understand how to Carry out Manual Stunning of Red Meat Species

Unit reference number: R/502/7738

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to carry out manual stunning, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out manual stunning of red meat species.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to carry out manual stunning	1.1 state the importance of positioning an animal correctly for stunning 1.2 describe the importance of positioning the stunning tools and equipment to ensure effective stunning 1.3 state the importance of checking that back-up systems are in place before starting stunning 1.4 list the legally permitted methods of stunning red meat species, and the pre-slaughter and stunning checks required 1.5 outline the legal requirements for the stunning of animals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out manual stunning	2.1 describe how to position the animal to achieve an effective stun 2.2 describe how to operate the stunning tools and equipment effectively 2.3 describe how to shackle and lift stunned animals for transfer to the bleeding or dressing rail 2.4 describe the importance of keeping animals calm in the stunning area 2.5 state the effects of animal stress in the stunning process 2.6 list the signs of effective and ineffective stunning 2.7 describe the process controls that relate to stunning areas			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Operate an Electric Stunning System for Poultry

Unit reference number: Y/502/7739

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who operate an electric stunning system in a poultry meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating an electric stunning system for poultry. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate an electric stunning system for poultry	1.1 check that the equipment is working before stunning operations start 1.2 check that the feed to the stunning equipment is running at the specified speed 1.3 check that the first birds into the system are effectively stunned 1.4 follow the food business operator's (FBO's) procedures to deal with problems if the stunning equipment does not operate correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor an electric stunning system for poultry	2.1 feed birds to the stunning point at the specified speed 2.2 check that regulatory requirements are met when feeding birds into the stunning point 2.3 check that birds are effectively stunned at the stunning point 2.4 follow the FBO's procedures to deal with birds that are not adequately stunned 2.5 monitor the flow of birds between the stunning point and the sticking point 2.6 identify any breach of regulatory requirement in the flow of birds between the stunning point and the bleeding point 2.7 follow the FBO's procedures to deal with faulty equipment or process flow problems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 20: Understand how to Operate an Electric Stunning System for Poultry

Unit reference number: R/502/7741

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to operate an electric stunning system, in a poultry meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating an electric stunning system for poultry.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to operate an electric stunning system for poultry	1.1 state how birds are stunned in an electric system 1.2 describe the components of the stunning equipment 1.3 list the main types of electric stunning equipment used in poultry processing 1.4 outline the regulatory requirements relating to stunning of birds 1.5 state how to start up an electric stunning system 1.6 outline why birds are stunned before bleeding 1.7 describe how to check that birds have been effectively stunned			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to operate and monitor an electric stunning system for poultry	2.1 outline the importance of following food business operator's (FBO's) procedures 2.2 state how to operate and shut down electric stunning equipment 2.3 outline the process controls for an electric stunning process 2.4 describe how to monitor the operation of electric stunning equipment 2.5 describe the consequences of failure of electric stunning equipment 2.6 state how to use available alternative methods of stunning			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Operate a Gas Stunning System for Poultry

Unit reference number: Y/502/7742

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who operate a gas stunning system in a poultry meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a gas stunning system for poultry. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a gas stunning system for poultry	1.1 check that the equipment is working before stunning operations start 1.2 check that the feed to the stunning equipment is running at the specified speed 1.3 check that the gas mixtures are set at the specified ratios 1.4 check that the first birds into the system are effectively stunned 1.5 follow food business operator's (FBO's) procedures to deal with problems if the stunning machinery does not operate correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor a gas stunning system for poultry	2.1 feed crates of birds into the stunning system at the specified speed 2.2 check that regulatory requirements are met when feeding birds into the stunning point 2.3 check that birds are effectively stunned 2.4 follow the FBO's procedures to deal with birds that are not adequately stunned 2.5 monitor the flow of birds into the stunning point 2.6 identify any breach of regulatory requirement during the stunning process 2.7 follow the FBO's procedures to deal with faulty equipment or process flow problems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 22: Understand how to Operate a Gas Stunning System for Poultry

Unit reference number: H/502/7744

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to operate a gas stunning system, in a poultry meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a gas stunning system for poultry.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to operate a gas stunning system for poultry	1.1 outline how birds are stunned in a gas system 1.2 describe the components of gases used in gas stunning equipment 1.3 list the main types of gas stunning equipment used in poultry processing 1.4 describe the regulatory requirements relating to stunning of birds 1.5 state how to start up a gas stunning system 1.6 outline how to ensure that gas mixture is appropriate to the process 1.7 describe why birds are stunned before bleeding 1.8 describe how to check that birds have been effectively stunned			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to operate and monitor a gas stunning system for poultry	2.1 outline the importance of following food business operator's (FBO's) procedures 2.2 state how to operate gas stunning equipment 2.3 describe the process controls used within a gas stunning process 2.4 describe how to monitor the operation of gas stunning equipment 2.5 describe the consequences of failure of gas stunning equipment 2.6 state how to use available alternative methods of stunning			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Operate a Stunning System for Red Meat Species

Unit reference number: K/502/7745

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who operate a stunning system in an abattoir of a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a stunning system for red meat species. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a stunning system	1.1 carry out pre-start up checks and start up the equipment 1.2 check that the feed to the stunning equipment is running at the specified speed 1.3 check that the sticking point is ready to receive stunned animals 1.4 check that the first animals into the sticking point are effectively stunned 1.5 follow the food business operator's (FBO's) procedures to deal with problems if the stunning equipment does not operate correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor a stunning system	2.1 feed animals to the stunning point at the specified speed 2.2 check that regulatory requirements are met when feeding animals into the stunning point 2.3 check that animals are effectively stunned 2.4 follow the food business operator's (FBO's) procedures to deal with animals that are not adequately stunned 2.5 monitor the flow of animals between the stunning point and the sticking point 2.6 identify any breach of regulatory requirement in the flow of animals between the stunning point and the sticking point 2.7 follow food business operator's (FBO's) procedures to deal with faulty equipment or process flow problems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Understand how to Operate a Stunning System for Red Meat Species

Unit reference number: M/502/7746

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to operate a stunning system, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a stunning system for red meat species.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to operate a stunning system	1.1 state how animals are stunned in a system 1.2 describe the components of stunning equipment 1.3 list the types of stunning equipment for red meat species 1.4 describe the regulatory requirements relating to stunning of animals 1.5 state how to start up a stunning system 1.6 describe why animals are stunned before bleeding 1.7 describe how to check that animals have been effectively stunned			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to operate and monitor a stunning system	2.1 outline the importance of following food business operator's (FBO's) procedures 2.2 state how to operate stunning equipment 2.3 describe the process controls within a stunning process 2.4 describe how to monitor the operation of stunning equipment 2.5 describe the consequences of failure of stunning equipment 2.6 state how to use available alternative methods of stunning			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Carry out Manual Bleeding Operations

Unit reference number: T/502/7747

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out manual bleeding operations in an abattoir of a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out manual bleeding operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out bleeding operations	1.1 assemble the tools, equipment and personal protective equipment needed to carry out bleeding 1.2 check that tools and equipment are operational and meet regulatory requirements 1.3 check facilities for holding animals or birds during bleeding 1.4 move into position at the bleeding point to carry out bleeding 1.5 follow the food business operator's (FBO's) procedures to deal with any problems during the preparation process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Bleed animals or birds	2.1 check that animals or birds are insensible to pain before bleeding 2.2 follow the FBO's procedures to deal with animals or birds that are not insensible to pain before bleeding 2.3 move the animal or bird into the specified position for bleeding 2.4 select and use the appropriate tool for bleeding 2.5 sever blood vessels so that blood is released from the carcase rapidly 2.6 follow the FBO's procedures to meet regulatory requirements during bleeding 2.7 make the animal or bird available to the next stage in processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Understand how to Carry out Manual Bleeding Operations

Unit reference number: A/502/7748

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who need to understand how to carry out manual bleeding operations, in a meat processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to carry out manual bleeding operations	1.1 outline why animals are bled before being processed for meat 1.2 outline the regulatory, welfare and quality requirements for bleeding operations 1.3 state how to access and the importance of the food business operator's (FBO's) procedures for bleeding 1.4 describe the position and features of the blood vessels used in the bleeding of animals or birds 1.5 describe how to maintain the cleanliness and effectiveness of tools and equipment for cutting and bleeding 1.6 describe the importance of, and ways of ensuring that animals or birds are insensible to pain before sticking and bleeding			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out manual bleeding operations	2.1 describe methods of cutting animals or birds to maximise bleeding 2.2 list the quality and welfare problems that may result from improper sticking or cutting of animals or birds 2.3 state why hygiene control is important in bleeding operations 2.4 describe process controls involved in cutting and bleeding of animals or birds 2.5 outline how animals or birds are made available for the next stage in meat processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 27: Operate a Poultry Bleeding System

Unit reference number:	L/502/7754
Level:	2
Credit value:	2
Guided learning hours:	13

Unit summary

This unit supports workforce development for those who operate a bleeding system in a poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a poultry bleeding system. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a poultry bleeding system	1.1 select, wear and use personal protective equipment 1.2 check that the necessary tools and equipment are working before birds are fed into the system 1.3 check that the cutting system is operating at the required speed, cutting height and pitch 1.4 set the height and pitch of the cutting equipment to match the size of birds to be processed 1.5 check that the first birds into the equipment are cut effectively and humanely 1.6 follow food business operator's (FBO's) procedures to deal with any problems which mean that cutting may not be safe, hygienic or humane			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor a poultry bleeding system	2.1 operate the system in accordance with the FBO's procedures to maintain processing targets and yield 2.2 monitor the feed into the cutting point to ensure the FBO's procedures are met 2.3 monitor the flow of birds out of the cutting point to prevent delays in processing 2.4 follow FBO's procedures to deal with problems or interruptions that affect processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 28: Understand how to Operate a Poultry Bleeding System

Unit reference number: R/502/7755

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to operate a bleeding system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a bleeding system.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to operate a poultry bleeding system	1.1 list the operating limits of bleeding equipment 1.2 outline the main component parts of bleeding equipment 1.3 describe the regulatory, welfare and quality requirements for using cutting equipment 1.4 state the advantages of bleeding systems for poultry processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to operate and monitor a poultry bleeding system	2.1 state the signs of effective and ineffective bleeding of poultry 2.2 describe how the feed into and from cutting equipment is monitored and why monitoring is important 2.3 state the food business operator's (FBO's) procedures for operating a bleeding system including: <ul style="list-style-type: none"> - start-up - setting and adjustment - action in case of ineffective cutting - shut down 2.4 describe what might happen if cutting equipment fails, and the procedures to follow in the event of failure 2.5 describe the process controls within a bleeding system			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 29: Carry out Religious Slaughter

Unit reference number: H/502/7761

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out religious slaughter in an abattoir.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace when carrying out religious slaughter.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check equipment and facilities for religious slaughter	1.1 check the equipment for slaughter is available and in safe working condition 1.2 check that the animals available for slaughter have not come into contact with animals not due for religious slaughter 1.3 check that the landing area is clean and free from obstacles 1.4 check that the line is ready to receive slaughtered animals 1.5 follow the food business operators (FBO's) procedures to solve preparation problems 1.6 follow procedures according to religious requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out religious slaughter	2.1 ensure that the animal is placed in a suitable and safe position for slaughter 2.2 ensure that the animal's chest is facing the correct way to comply with the faith's slaughter procedures 2.3 position the slaughtering tools and equipment 2.4 make the incision to slaughter the animal 2.5 check effective slaughter has taken place 2.6 ensure nothing further is done to the carcass until the time required by civil or religious regulation has passed 2.7 take action to deal with ineffective slaughter in accordance with FBO's procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Understand how to Carry out Religious Slaughter

Unit reference number: K/502/7762

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who need to understand how to carry out religious slaughter in an abattoir.

The unit is designed for use primarily by abattoir staff 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 religious slaughter.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 equipment and facilities needed for religious slaughter	1.1 describe the pre-slaughter checks required 1.2 describe the importance of positioning the animal and equipment to achieve the correct depth of cut and a compliant slaughter 1.3 outline the importance of checking back up systems are in place 1.4 state why animals need to be kept calm and the potential stress effects of slaughter on them			
2 Know how to perform religious slaughter	2.1 describe how to operate tools and equipment correctly 2.2 describe the methods of slaughter that comply with legal and faith regulations 2.3 outline the signs that determine whether slaughter is effective or ineffective, according to legal and religious regulations 2.4 state how to lift the animal to the bleeding or dressing rail 2.5 outline the workplace controls for religious slaughter			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 31: Carry out Bleeding Operations for Halal Meat

Unit reference number: M/502/7763

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out bleeding operations for Halal meat in an abattoir.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners on-the-job, in the workplace, when carrying out bleeding operations for Halal meat.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out bleeding	1.1 assemble tools and equipment required for bleeding 1.2 check the equipment for bleeding is in safe working order 1.3 check facilities for holding animals planned for bleeding 1.4 follow the food business operator's (FBO's) procedures to deal with any problems in preparing the bleed point			
2 Bleed animals	2.1 check that animals are insensible to pain before bleeding 2.2 take action to deal with animals that may still feel pain 2.3 move the animal into correct position for bleeding 2.4 check the temperature is correct for bleeding 2.5 use tools and Halal methods for bleeding 2.6 sever blood vessels to ensure that blood is released from the carcass rapidly 2.7 check that all flowing blood is removed from the carcass before continuing with processing			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 32: Understand how to Carry out Bleeding Operations for Halal Meat

Unit reference number: F/502/7766

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to carry out bleeding operations for Halal meat in an abattoir.

The unit is designed for use primarily by abattoir staff 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 bleeding operations for Halal meat.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 to bleed animals for Halal meat	1.1 describe why animals are bled before human consumption 1.2 describe the positioning and features of blood vessels used in the bleeding of animals and birds 1.3 outline the problems that result from improper cutting of animals or birds 1.4 outline methods of ensuring that animals are insensible to pain before bleeding out			
2 Know about bleeding for Halal meat operations	2.1 describe the Halal methods and process of cutting animals to maximise bleeding 2.2 describe how to maintain tools and equipment for cutting and bleeding 2.3 state the importance of hygiene control in bleeding 2.4 outline the legislation relating to bleeding 2.5 describe the controls involved in cutting and bleeding			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 33: Operate a Meat Carcase Shackling System

Unit reference number: R/502/7772

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who operate a carcase shackling system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a meat carcase shackling system. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a carcass shackling system	1.1 select and use personal protective clothing and equipment 1.2 check availability of shackling equipment 1.3 check equipment is in safe working order 1.4 check the working area is clear for shackling operations 1.5 adhere to the food business operator's (FBO's) requirements when dealing with carcass shackling problems			
2 Operate a carcass shackling system	2.1 shackle carcasses or part carcasses 2.2 check carcasses are shackled safely 2.3 move carcasses within processing areas according to processing needs 2.4 return shackling equipment to storage area or make available for immediate use 2.5 make carcasses available to the next stage in processing 2.6 follow the FBO's procedures and deal with equipment or processing problems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 34: Understand how to Operate a Meat Carcase Shackling System

Unit reference number: A/502/7782

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who understand how to operate a carcase shackling system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a meat carcase shackling system.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to operate a carcass shackling system	1.1 outline the food business operator's (FBO's) procedures for preparing to operate a carcass shackling system 1.2 state the personal protective equipment required 1.3 list the equipment required for a shackling system 1.4 outline how to check the carcass shackling system is operating correctly			
2 Know how to operate a carcass shackling system	2.1 outline why it is important to follow the FBO's procedures 2.2 state why it is important to ensure the work area is clear when operating a carcass shackling system 2.3 describe the advantages of carcass shackling over non-shackling movement methods 2.4 outline how to operate carcass shackling equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Carry out Skinning of Meat Carcasses

Unit reference number: R/502/7786

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who skin carcasses in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when skinning meat carcasses. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out carcase skinning	1.1 select and use personal protective clothing and equipment 1.2 check tools and equipment needed for skinning are in safe working order 1.3 check that the facilities, carcase transport system, tools and equipment are working 1.4 check that carcasses meet food business operator's (FBO's) specifications 1.5 place the carcase in the most effective position for skinning 1.6 follow the FBO's procedures to deal with preparation problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out carcass skinning	2.1 follow the FBO's procedures to carry out ripping lines for skinning 2.2 separate, remove and dispose of the hide or skin from the carcass according to the FBO's procedures 2.3 carry out skinning at a pace to meet processing and procedural requirements 2.4 clean and maintain tools and equipment between skinning tasks to meet food safety requirements 2.5 follow FBO's procedures to deal with skinning processing problems 2.6 check that the carcass conforms to FBO's specifications 2.7 carry out additional trimming to maintain compliance with FBO's carcass specifications			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Understand how to Carry out Skinning of Meat Carcasses

Unit reference number: Y/502/7756

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to skin carcasses, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when skinning meat carcasses.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for carcase skinning	1.1 outline the principles involved in removing the hide or skin of animals to be used for food 1.2 describe how to access and the importance of the food business operator's (FBO's) procedures for skinning 1.3 outline the ripping lines for different species of animals 1.4 list tools and equipment used for skinning			
2 Understand how to skin carcasses	2.1 describe the facilities needed to maintain skinning operations 2.2 state the importance and methods of ripping without causing damage to a hide or skin 2.3 state the quality standards for skinning carcasses 2.4 outline the FBO's procedures and legal requirements for skinning of carcasses 2.5 describe the process controls relating to skinning operations including removal and disposal of the skin 2.6 state the importance of carcase hygiene control			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 37: Operate a Poultry Plucking System

Unit reference number: K/502/7759

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who operate a plucking system in a poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a poultry plucking system. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a plucking system	1.1 select and use personal protective clothing and equipment 1.2 check the temperature of the plucking system 1.3 follow food business operator's (FBO's) procedures to set up the system and operating temperature to meet processing needs 1.4 check that the feed of carcasses into and from the plucking system is working 1.5 follow the FBO's procedures to deal with quality problems in preparing the plucking system 1.6 check that the discharge area is available for reception of plucked carcasses 1.7 follow the FBO's procedures to deal with any problems in the availability of space in the discharge area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor a plucking system	2.1 follow food business operator's (FBO's) procedures to maintain the operating flow of the plucking system 2.2 operate and change the speed of feed into the plucking system when necessary 2.3 monitor and adjust the temperature of the plucking system as necessary 2.4 monitor and maintain the condition of plucked carcasses 2.5 monitor and adjust the flow of carcasses to the discharge area 2.6 follow the FBO's procedures to deal with quality problems in the system			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 38: Understand how to Operate a Poultry Plucking System

Unit reference number: M/502/7794

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who understand how to operate a plucking system, in a poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a poultry plucking system.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to operate a plucking system	1.1 outline how to access and the importance of the food business operator's (FBO's) procedures for plucking 1.2 state the purpose of plucking 1.3 state company quality specifications for plucked carcasses 1.4 describe the purpose of immersion tanks 1.5 describe why temperature control of the immersion process is important			
2 Understand how to operate and monitor a plucking system	2.1 describe why it is important to maintain quality control and the specified speed of flow through the system 2.2 outline the FBO's procedures for dealing with problems in the system 2.3 outline the regulatory provisions affecting the plucking process 2.4 describe the process controls and control points in the plucking process			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Unit 39: Operate a De-hairing System

Unit reference number: Y/502/7787

Level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who operate a de-hairing system in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a de-hairing system. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a de-hairing system	1.1 select and use personal protective equipment 1.2 check the operating temperature of the de-hairing system 1.3 follow food business operator's (FBO's) procedures to adjust the temperature and system control 1.4 set up a de-hairing system to meet processing requirements 1.5 check that the feed of carcasses into and from the de-hairing system is working 1.6 follow the FBO's procedures to deal with system preparation problems 1.7 check that the discharge area is available for reception of de-haired carcasses			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor a de-hairing system	2.1 follow the FBO's procedures in operating the system to maintain the condition of de-haired carcasses 2.2 monitor and adjust the temperature of the de-hairing system to meet processing requirements 2.3 monitor the feed into the de-hairing system to make sure carcasses feed at the appropriate speed 2.4 check the condition of de-haired carcasses from the automated system meet quality specifications 2.5 monitor the flow of carcasses to the discharge area 2.6 follow the FBO's procedures to deal with de-hairing and processing problems			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 40: Understand how to Operate a De-hairing System

Unit reference number: D/502/7788

Level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who need to understand how to operate a de-hairing system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a de-hairing system.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to operate a de-hairing system	1.1 state how to access and the importance of the food business operator's (FBO's) procedures 1.2 state the purpose of de-hairing carcasses 1.3 outline different methods of de-hairing carcasses including: - scalding - singeing 1.4 describe the purpose of immersion tanks and why temperature and time control is important 1.5 outline the personal protective equipment required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to monitor and operate a de-hairing system	2.1 state the FBO's quality specifications for de-haired carcasses 2.2 describe why it is important to maintain the correct speed of flow through a de-hairing system 2.3 outline what may happen if there are problems that develop in a de-hairing system 2.4 outline the FBO's procedures for correcting problems in the system 2.5 describe the process controls and control points in the de-hairing process			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: Carry out Rodding and Clipping of Meat Carcasses

Unit reference number: J/502/7803

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who carry out rodding and clipping of carcasses, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when rodding and clipping meat carcasses. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out carcass rodding and clipping	1.1 select and use personal protective clothing and equipment 1.2 check the availability and cleanliness of tools, equipment, sealing clips/bands 1.3 check that the facilities, carcass transport system, tools and equipment are working 1.4 check that carcasses meet the food business operator's (FBO's) specifications 1.5 place the carcass in the most effective position for rodding and clipping 1.6 follow the FBO's procedures to deal with preparation problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out carcass rodding and clipping	2.1 follow the FBO's procedures to carry out rodding 2.2 maintain the pace of rodding according to processing needs 2.3 clip the oesophagus to ensure a seal 2.4 clean and maintain tools and equipment to meet food safety requirements 2.5 follow the FBO's procedures to deal with rodding and clipping processing problems 2.6 check that the carcass conforms to the FBO's specifications 2.7 make the carcass available for the next processing stage			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 42: Understand how to Carry out Rodding and Clipping of Meat Carcasses

Unit reference number: R/502/7805

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who need to understand how to carry out rodding and clipping carcasses, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when rodding and clipping meat carcasses.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare for carcase rodding and clipping</p>	<p>1.1 state the principles involved in rodding and clipping of carcases to be used for food</p> <p>1.2 describe how to access and the importance of the food business operator's (FBO's) procedures for rodding and clipping</p> <p>1.3 outline why it is necessary to check the cleanliness of the work area</p> <p>1.4 list tools, equipment and disposables used for rodding and clipping</p>			
<p>2 Understand how to carry out rodding and clipping of carcases</p>	<p>2.1 describe the facilities needed to maintain rodding and clipping operations</p> <p>2.2 state the importance of precision clipping</p> <p>2.3 state why it is important to maintain the processing flow of rodding and clipping</p> <p>2.4 outline the FBO's procedures and legal requirements for rodding and clipping</p> <p>2.5 describe the process controls relating to rodding and clipping operations including removal and disposal of waste</p> <p>2.6 state the importance of carcase hygiene control</p>			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Unit 43: Carry out Splitting of Meat Carcasses

Unit reference number: Y/502/7806

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who carry out splitting of carcasses, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when splitting meat carcasses. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out carcase splitting	1.1 select and use personal protective clothing and equipment 1.2 check the availability of carcasses, and the working and cleanliness of facilities, tools and equipment 1.3 check that carcasses meet food business operator's (FBO's) specifications 1.4 place the carcase in the most effective position for splitting 1.5 follow the FBO's procedures to deal with preparation problems 1.6 check the availability of storage for split carcasses			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out carcass splitting	2.1 follow the FBO's procedures to carry out splitting 2.2 maintain the pace of splitting according to processing needs 2.3 clean and maintain tools and equipment to meet food safety requirements 2.4 follow the FBO's procedures to deal with splitting processing problems 2.5 check that the split carcasses conform to the FBO's specifications 2.6 make the split carcasses available for the next processing stage			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 44: Understand how to Carry out Splitting of Meat Carcasses

Unit reference number: H/502/7808

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who need to understand how to carry out splitting of carcasses, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when splitting meat carcasses.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for carcase splitting	1.1 outline the purpose of carcase splitting 1.2 describe how to access and the importance of the food business operator's (FBO's) procedures for splitting 1.3 outline why it is necessary to check the cleanliness of the work area 1.4 list the tools and equipment used for splitting			
2 Understand how to carry out splitting of carcasses	2.1 describe the facilities needed to maintain splitting operations 2.2 state why it is important to maintain the processing flow of splitting 2.3 outline the FBO's procedures and requirements for splitting 2.4 describe the process controls relating to splitting operations including removal and disposal of waste 2.5 state the importance of carcase hygiene control			

Learner name: _____

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Assessor signature: _____

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(if sampled)

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Unit 45: Remove Specified Risk Material in Meat Processing

Unit reference number: K/502/7809

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who remove specified risk material from carcasses, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when removing specified risk material from meat carcasses. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to remove specified risk material (SRM)	1.1 select and use personal protective clothing and equipment 1.2 check the availability of the carcasses, and the working and cleanliness of facilities, tools and equipment 1.3 check that carcasses meet food business operator's (FBO's) specifications 1.4 place the carcass in the most effective position for removal of SRM 1.5 follow the FBO's procedures to deal with preparation problems 1.6 check the availability of storage for processed carcasses			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Remove specified risk material (SRM)	2.1 follow the FBO's procedures to remove SRM 2.2 maintain the pace of removal of SRM according to processing needs 2.3 store SRM for staining and disposal 2.4 clean and maintain tools and equipment to meet food safety requirements 2.5 follow the FBO's procedures to deal with processing problems 2.6 check that the processed carcasses conform to FBO's specifications 2.7 make the processed carcasses available for the next processing stage			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 46: Understand how to Remove Specified Risk Material in Meat Processing

Unit reference number: J/502/7817

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to remove specified risk material, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when removing specified risk material in meat processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare for removal of specified risk material (SRM)</p>	<p>1.1 outline the principles involved and the purpose of removing SRM from carcasses to be used for food</p> <p>1.2 state which species are legally required to have SRM removed</p> <p>1.3 describe how to access and the importance of the food business operator's (FBO's) procedures for removal of SRM</p> <p>1.4 outline why it is necessary to check the cleanliness of the work area</p> <p>1.5 list the tools and equipment used for removal of SRM</p>			
<p>2 Understand how to remove specified risk material (SRM)</p>	<p>2.1 describe the facilities needed to maintain SRM removal operations</p> <p>2.2 outline the FBO's procedures and legal requirements for removal of SRM</p> <p>2.3 describe what material is classified as SRM</p> <p>2.4 outline the process controls relating to SRM removal operations including storage, staining and disposal of waste</p> <p>2.5 state the importance of carcass hygiene control during SRM removal operations</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

Unit 47: Control Automated Meat/Poultry Processing Operations

Unit reference number: L/502/7818

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who control automated meat/poultry processing, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when controlling automated meat/poultry processing operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to control an automated processing operation	1.1 follow regulatory and organisational requirements when preparing to control automated processing operations 1.2 select, wear and use personal protective equipment 1.3 check equipment is clean and in safe working order to operate in line with standard operating procedures 1.4 ensure the automated operation is set correctly to receive meat carcasses/preparations for processing according to standard operating procedures and specifications 1.5 check that carcasses are entering the operation at the specified speed to meet processing requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control an automated processing operation	2.1 maintain pace of processing, addressing problems within the limits of own responsibility 2.2 inform relevant people if problems occur outside the limits of own responsibility 2.3 check meat carcasses/preparations are processed effectively according to standard operating procedures and specifications 2.4 ensure the output from the automated processing operation provides a continuous supply to storage or the next stage of the system 2.5 move meat carcasses/preparations within processing areas according to processing needs			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 48: Understand how to Control Automated Meat/Poultry Processing Operations

Unit reference number:	R/502/7819
Level:	2
Credit value:	2
Guided learning hours:	9

Unit summary

This unit supports workforce development for those who understand how to control automated meat/poultry operations, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling automated meat/poultry processing operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to control an automated processing operation	1.1 outline the regulatory requirements and the food business operator's (FBO's) procedures for preparing the operation 1.2 state the organisational requirements for preparing the operation 1.3 state the personal protective equipment required 1.4 describe the health and safety and food safety standards to be followed before and during the operation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to control an automated processing operation	2.1 outline how to access and interpret the FBO's procedures and specifications 2.2 outline why it is important to follow the FBO's procedures and specifications 2.3 outline the key features of an automated meat/ poultry processing system and the signs of ineffective processing 2.4 describe the advantages and disadvantages of an automated meat and poultry system compared to manual processing 2.5 describe why it is important to maximise yield and minimise waste during processing operations 2.6 outline why it is important to address operating problems within the limits of own responsibility 2.7 outline how to communicate and report problems to the relevant people			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Carry out Manual Evisceration of Poultry Carcasses

Unit reference number: D/502/7810

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who carry out manual evisceration of carcasses, in a poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out manual evisceration of poultry carcasses. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to eviscerate poultry manually	1.1 select and use personal protective clothing and equipment 1.2 assemble tools and equipment needed for evisceration 1.3 check that safe and hygienic facilities are available for eviscerated organs 1.4 check that the system for delivering carcasses for evisceration is working 1.5 follow the food business operator's (FBO's) procedures to deal with any preparation problems 1.6 place carcasses in the most effective position for evisceration			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out the manual evisceration of poultry	2.1 follow the FBO's procedures to open the carcass for evisceration 2.2 identify the internal organs to remove from the carcass 2.3 identify and sever the membrane and attachments that secure internal organs 2.4 drop the internal organs and separate them from the carcass 2.5 trim the internal organs to the standards required for inspection 2.6 follow the FBO's procedures to maintain the food safety standards of the meat and equipment			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 50: Understand how to Carry out Manual Evisceration of Carcasses for Kosher Meat

Unit reference number:	K/502/7812
Level:	2
Credit value:	1
Guided learning hours:	8

Unit summary

This unit supports workforce development for those who need to understand how to carry out manual evisceration of carcasses for Kosher meat and poultry in an abattoir.

The unit is designed for use primarily by abattoir staff 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 manual evisceration of carcasses for Kosher meat.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the process of eviscerating carcasses	1.1 outline the process of eviscerating carcasses 1.2 describe the principles of bleeding according to rabbinical directives 1.3 outline the internal organs of animals and the examination process 1.4 state the problems that can result from ineffective evisceration 1.5 describe the differences in the treatment of edible and inedible offal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand eviscerating procedures, controls and Kashrut	2.1 outline the food business operator's (FBO's) procedures for opening carcasses in accordance with rabbinical directives 2.2 describe the tools and equipment used for evisceration 2.3 outline the FBO's procedures for maintaining the hygiene of tools and equipment 2.4 describe the inspection procedures and standards for offal 2.5 state the legal requirements for the evisceration process 2.6 outline how the rules of Kashrut determine what should be removed in accordance with Halacha 2.7 describe the workplace controls and control points for evisceration			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 51: Understand how to Carry out Manual Evisceration of Poultry Carcasses

Unit reference number: M/502/7813

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who need to understand how to carry out manual evisceration of carcasses, in a poultry processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to eviscerate poultry manually</p>	<p>1.1 state the purpose of evisceration 1.2 describe the evisceration process 1.3 state the internal organs of poultry which are eviscerated 1.4 outline the problems that can result from ineffective evisceration 1.5 describe differences in treatment of edible offal and inedible offal</p>			
<p>2 Understand how to eviscerate poultry manually</p>	<p>2.1 state the food business operator's (FBO's) procedures for opening carcasses 2.2 state the tools and equipment used for evisceration 2.3 state the FBO's procedures for maintaining the hygiene of evisceration tools and equipment 2.4 outline the inspection procedures and standards for offal 2.5 describe the legal requirements for evisceration procedures 2.6 describe process controls and control points involved in evisceration</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 52: Carry out Manual Evisceration of Red Meat Carcasses

Unit reference number: H/502/7811

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who carry out manual evisceration of carcasses, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out manual evisceration of red meat carcasses. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to eviscerate red meat carcasses manually	1.1 select and use personal protective clothing and equipment 1.2 assemble tools and equipment needed for evisceration 1.3 check that safe and hygienic facilities are available for eviscerated organs 1.4 check that the system for delivering carcasses for evisceration is working 1.5 follow the food business operator's (FBO's) procedures to deal with any preparation problems 1.6 place carcasses in the most effective position for evisceration			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out the manual evisceration of red meat carcasses	2.1 follow the FBO's procedures to open the carcass for evisceration 2.2 identify the internal organs to remove from the carcass 2.3 identify and sever the membrane and attachments that secure internal organs 2.4 drop the internal organs and separate them from the carcass 2.5 trim the internal organs to the standards required for inspection 2.6 follow the FBO's procedures to maintain the food safety standards of the meat and equipment			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Understand how to Carry out Manual Evisceration of Red Meat Carcasses

Unit reference number: T/502/7814

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who need to understand how to carry out manual evisceration of carcasses, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out the manual evisceration of red meat carcasses.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to eviscerate red meat carcasses manually	1.1 state the purpose of evisceration 1.2 describe the evisceration process 1.3 state the internal organs of red meat species which are eviscerated 1.4 outline the problems that can result from ineffective evisceration 1.5 describe the differences in treatment of edible offal and inedible offal			
2 Understand how to eviscerate red meat carcasses manually	2.1 state the food business operator's (FBO's) procedures for opening carcasses 2.2 state the tools and equipment used for evisceration 2.3 state FBO's procedures for maintaining the hygiene of evisceration tools and equipment 2.4 outline the inspection procedures and standards for offal 2.5 describe the legal requirements for evisceration procedures 2.6 describe process controls and control points involved in evisceration			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 54: Operate a Carcase Electrical Stimulation System

Unit reference number: A/502/7815

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who operate a carcase electrical stimulation system in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a carcase electrical stimulation system. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to operate a carcass electrical stimulation system	1.1 select and use personal protective clothing and equipment 1.2 check that the equipment is available and working safely 1.3 check there is a supply of carcasses which meets the food business operator's (FBO's) specification 1.4 follow the FBO's procedures to deal with any preparation problems			
2 Operate and monitor a carcass electrical stimulation system	2.1 operate the system in accordance with the FBO's procedures 2.2 monitor the speed and quality of processing to ensure processing targets are met 2.3 monitor the flow of processed carcasses out of stimulation to prevent delays in processing 2.4 follow FBO's procedures to deal with processing problems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 55: Understand how to Operate a Carcase Electrical Stimulation System

Unit reference number: F/502/7816

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who need to understand how to operate a carcase electrical stimulation system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a carcase electrical stimulation system.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to prepare to operate an carcass electrical stimulation system</p>	<p>1.1 state the purpose of the carcass electrical stimulation system</p> <p>1.2 describe how to access and the importance of the food business operator's (FBO's) procedures for the system</p> <p>1.3 outline the main component parts of carcass electrical stimulation equipment</p> <p>1.4 state the advantages of using a carcass electrical stimulation system</p>			
<p>2 Know how to operate and monitor a carcass electrical stimulation system</p>	<p>2.1 describe how the feed into and from the system is monitored and the importance of this</p> <p>2.2 state the FBO's procedures for operating the system including:</p> <ul style="list-style-type: none"> - start-up - setting and adjustment - shut down <p>2.3 describe what might happen if the system fails</p> <p>2.4 outline the procedures to follow in the event of failure</p> <p>2.5 describe the process controls within the system</p>			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

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Unit 56: Sort Waste By-products and Edible Co-products in Meat Processing

Unit reference number: M/502/7830

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who sort waste by-products and edible co-products, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when sorting waste by-products and edible co-products in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Receive by-products and co-products	1.1 select and use personal protective clothing and equipment required for working with products 1.2 check availability and cleanliness of tools, equipment and work area 1.3 access the food business operator's (FBO's) procedures and specifications for receiving products 1.4 check that there is a clear flow from the point of by-product or co-product removal to the sorting work area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Sort by-products and co-products	2.1 check that the received products conform to the FBO's specification 2.2 inform relevant people if products do not conform to specification 2.3 sort and separate products to the FBO's quality and yield specification according to: <ul style="list-style-type: none"> - uses - destination - further processing - method of disposal 2.4 store products in the correct containers or place after sorting 2.5 complete reporting and documentary requirements for the movement of products 2.6 follow the FBO's procedures to deal with any problems during sorting			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

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Unit 57: Understand how to Sort Poultry Waste By-products and Edible Co-products

Unit reference number: T/502/7831

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who need to understand how to sort waste by-products and edible co-products, in a poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sorting waste by-products and edible co-products in poultry processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to receive poultry by-products and co-products	1.1 describe how to access and the importance of the poultry food business operator's (FBO's) procedures for receiving products 1.2 describe the waste by-products removed from poultry carcasses 1.3 describe the co-products (edible offal) removed from poultry carcasses 1.4 outline why poultry by-products are sorted into category 1, 2 or 3 1.5 state why it is important to inform relevant people if incoming product does not conform to the FBO's specifications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to sort poultry by-products and co-products	2.1 describe how to access and the importance of the poultry food business operator's (FBO's) procedures for sorting products 2.2 describe the regulatory and organisational requirements relating to sorting products 2.3 outline the tools, equipment, facilities, storage equipment needed to sort products 2.4 state how poultry products can be sorted into category 1, 2 or 3 2.5 outline why it is important to sort products into those fit for human consumption and those that are not fit for human consumption 2.6 describe the importance of maximising yield to the economic value of a carcass, when processing meat or poultry products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 58: Understand how to Sort Red Meat Waste By-products and Edible Co-products

Unit reference number: F/502/7833

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who need to understand how to sort waste by-products and edible co-products, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sorting waste by-products and edible co-products in red meat processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to receive red meat by-products and co-products	1.1 describe how to access and the importance of the food business operator's (FBO's) procedures for receiving products 1.2 describe the waste by-products removed from red meat carcasses 1.3 describe the co-products (edible offal) removed from red meat carcasses 1.4 outline why red meat by-products are sorted into category 1, 2 or 3 1.5 state why it is important to inform relevant people if incoming product does not conform to the FBO's specifications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to sort red meat by-products and co-products	2.1 describe how to access and the importance of the food business operator's (FBO's) procedures for sorting products 2.2 describe the regulatory and organisational requirements relating to the sorting of products 2.3 outline the tools, equipment, facilities and storage equipment needed to sort products 2.4 state how red meat products can be sorted into category 1, 2 or 3 2.5 outline why it is important to sort products into those fit for human consumption and those that are not fit for human consumption 2.6 describe the importance of maximising yield to the economic value of a carcass, when processing red meat products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 59: Process Waste By-products and Edible Co-products in Meat Processing

Unit reference number:	R/502/7836
Level:	2
Credit value:	1
Guided learning hours:	8

Unit summary

This unit supports workforce development for those who process waste by-products and edible co-products, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when processing waste by-products and edible co-products in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to process by-products and co-products	1.1 select, wear and use personal protective equipment required for working with products 1.2 check availability and cleanliness of tools, equipment and work area 1.3 access the food business operator's (FBO's) procedures and specifications for preparing to process products 1.4 check that there is a clear flow from the point of by-product or co-product sorting to the processing work area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Process by-products and co-products	2.1 check that the sorted products conform to the FBO's specification 2.2 inform relevant people if products do not conform to specification 2.3 trim, stain and label product to the FBO's quality and yield specification 2.4 store products in the correct containers or place after processing 2.5 complete reporting and documentary requirements for the movement of products 2.6 follow the FBO's procedures to deal with any problems during processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 60: Understand how to Process Poultry Waste By-products and Edible Co-products

Unit reference number:	Y/502/7885
Level:	2
Credit value:	1
Guided learning hours:	9

Unit summary

This unit supports workforce development for those who need to understand how to process waste by-products and edible co-products, in a poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing waste by-products and edible co-products in poultry processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to process poultry by-products and co-products</p>	<p>1.1 describe how to access and the importance of the poultry food business operator's (FBO's) procedures for preparing to process products</p> <p>1.2 describe the waste by-products removed from poultry carcasses</p> <p>1.3 describe the co-products (edible offal) removed from poultry carcasses</p> <p>1.4 state why it is important to inform relevant people if incoming product does not conform to the FBO's specifications</p>			
<p>2 Understand how to process poultry by-products and co-products</p>	<p>2.1 describe how to access and the importance of the poultry food business operator's (FBO's) procedures for processing products</p> <p>2.2 describe the regulatory and organisational requirements for processing products</p> <p>2.3 outline the tools, equipment, facilities and storage equipment needed to process products</p> <p>2.4 state how poultry products can be processed</p> <p>2.5 describe the importance of maximising yield to the economic value of a carcass, when processing poultry products</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 61: Understand how to Process Red Meat Waste By-products and Edible Co-products

Unit reference number: D/502/7838

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who need to understand how to process waste by-products and edible co-products, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing waste by-products and edible co-products in red meat processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to process red meat by-products and co-products	1.1 describe how to access and the importance of the food business operator's (FBO's) procedures for preparing to process products 1.2 describe the waste by-products removed from red meat carcasses 1.3 describe the co-products (edible offal) removed from red meat carcasses 1.4 state why it is important to inform relevant people if incoming product does not conform to the FBO's specifications			
2 Understand how to process red meat by-products and co-products	2.1 describe how to access and the importance of the food business operator's (FBO's) procedures for processing products 2.2 describe the regulatory and organisational requirements for processing products 2.3 outline the tools, equipment, facilities and storage equipment needed to process products 2.4 state how red meat products can be processed 2.5 describe the importance of maximising yield to the economic value of a carcass, when processing red meat products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 62: Carry out Primal Cutting in Meat Processing

Unit reference number: Y/502/7840

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who carry out primal cutting in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out primal cutting in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out primal cutting of carcasses or sides	1.1 select and use personal protective clothing and equipment for primal cutting 1.2 assemble the tools and equipment required to ensure that primal cutting can be completed 1.3 check that the work area is clean and ready for primal cutting 1.4 check that sufficient carcasses or sides are available which conform to the required specification for primal cutting 1.5 follow the company procedures to deal with any shortage of carcasses for primal cutting 1.6 check that facilities are available to receive processed carcasses and for dealing with waste from the primal cutting work area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out primal cutting of carcasses or sides	2.1 access and interpret the food business operator's (FBO's) procedures for primal cutting 2.2 follow FBO's procedures to deal with carcasses or sides that do not conform to specification 2.3 use appropriate tools and equipment to process carcasses or sides into joints that meet quality and yield specifications 2.4 keep waste to a minimum and store waste in the correct place for disposal 2.5 make sure that the pace of processing is maintained according to processing requirements 2.6 move the processed meat to the next stage in processing or storage			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 63: Understand how to Carry out Primal Cutting in Poultry Processing

Unit reference number: K/502/7843

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to carry out primal cutting, in a poultry processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to carry out primal cutting of poultry carcasses</p>	<p>1.1 describe how to access and interpret food business operator's (FBO's) procedures and yield specifications for primal cutting</p> <p>1.2 outline the primal cuts from poultry and the importance of precision during primal cutting</p> <p>1.3 state why it is important to check the cleanliness of work area, tools and equipment</p> <p>1.4 describe primal cutting lines and guides</p> <p>1.5 state the personal protective equipment used for primal cutting</p> <p>1.6 state the specific knives, tools and equipment used in poultry primal cutting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out primal cutting of poultry carcasses	2.1 state the importance of maintaining the flow of primal cutting to meet processing requirements 2.2 describe why it is important to follow the food business operator's (FBO's) procedures and specifications for primal cutting 2.3 describe how to handle the poultry carcass to maintain its quality, avoid contamination and maintain food safety standards 2.4 outline the importance of keeping waste to a minimum and disposing of waste correctly 2.5 describe the process controls in primal cutting operations			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 64: Understand how to Carry out Primal Cutting in Red Meat Processing

Unit reference number: T/502/7845

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to carry out primal cutting, in a red meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out primal cutting in red meat processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to carry out primal cutting of red meat carcasses</p>	<p>1.1 describe how to access and interpret the food business operator's (FBO's) procedures and yield specifications for primal cutting</p> <p>1.2 outline the primal cuts from red meat species and the importance of precision during primal cutting</p> <p>1.3 state why it is important to check the cleanliness of work area, tools and equipment</p> <p>1.4 describe primal cutting lines and guides</p> <p>1.5 state the personal protective equipment used for primal cutting</p> <p>1.6 state the specific knives, tools and equipment used in red meat primal cutting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out primal cutting of red meat carcasses	2.1 state the importance of maintaining the flow of primal cutting to meet processing requirements 2.2 describe why it is important to follow the food business operator's (FBO's) procedures and specifications for primal cutting 2.3 describe how to handle the red meat carcass to maintain its quality, avoid contamination and maintain food safety standards 2.4 outline the importance of keeping waste to a minimum and disposing of waste correctly 2.5 describe the process controls in primal cutting operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 65: Carry out Boning in Meat Processing

Unit reference number: F/502/7847

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who carry out boning, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out boning in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out boning	1.1 access and interpret the food business operator's (FBO's) procedures for boning 1.2 select, wear and use personal protective equipment for boning operations 1.3 assemble the knives, tools and equipment to carry out boning 1.4 check that the work area is clear and ready to carry out boning 1.5 source and check that the meat to be boned conforms to required specification and is readily available 1.6 follow the FBO's procedures to deal with any preparation problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out boning	2.1 follow the FBO's procedures to deal with meat presented for boning that does not meet required specifications 2.2 follow the FBO's procedures and use appropriate tools and equipment to bone out meat to the required specification 2.3 adhere to yield and quality requirements and maintain the pace of boning to meet processing needs 2.4 keep waste from boning to a minimum and store correctly for disposal 2.5 check that facilities are available for handling boned product and waste from boning 2.6 follow the FBO's procedures to deal with any problems when boning out meat			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 66: Understand how to Carry out Boning in Poultry Processing

Unit reference number: J/502/7848

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to carry out boning, in a poultry processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to carry out poultry boning</p>	<p>1.1 outline how to access and the importance of the food business operator’s (FBO’s) procedures for boning</p> <p>1.2 state which bones of the bird skeleton are important in poultry boning operations</p> <p>1.3 outline the importance of precision in the boning operation</p> <p>1.4 describe how to maintain the sharpness and condition of boning knives and tools</p> <p>1.5 state the personal protective equipment needed for boning</p> <p>1.6 outline why it is important to check the cleanliness of the boning facility, tools and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out poultry boning	2.1 describe the techniques and critical controls of boning out poultry meat 2.2 describe the importance of minimising waste and meeting yield and quality standards in boning operations 2.3 outline the tools and equipment used in boning operations 2.4 state the importance of maintaining the flow of boning operations to meet processing requirements 2.5 outline how to avoid product contamination and maintain food safety standards during boning operations 2.6 describe the importance of effective disposal of waste and control of the output of boneless meat for further processing or storage 2.7 state the FBO's procedures for dealing with problems when boning out meat			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 67: Understand how to Carry out Boning in Red Meat Processing

Unit reference number: L/502/7849

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to carry out boning, in a red meat processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to carry out red meat boning	1.1 outline how to access and the importance of the food business operator's (FBO's) procedures for boning 1.2 state which bones of the mammalian skeleton are important in red meat boning operations 1.3 outline the importance of precision in the boning operation 1.4 describe how to maintain the sharpness and condition of boning knives and tools 1.5 state the personal protective equipment needed for boning 1.6 outline why it is important to check the cleanliness of the boning facility, tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out red meat boning	2.1 describe the techniques and critical controls of boning out red meat 2.2 describe the importance of minimising waste and meeting yield and quality standards in boning operations 2.3 outline the tools and equipment used in boning operations 2.4 state the importance of maintaining the flow of boning operations to meet processing requirements 2.5 outline how to avoid product contamination and maintain food safety standards during boning operations 2.6 describe the importance of effective disposal of waste and control of the output of boneless meat for further processing or storage 2.7 state the FBO's procedures for dealing with problems when boning out meat			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 68: Carry out Seaming or Filleting in Meat Processing

Unit reference number: L/502/7852

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who carry out seaming or filleting, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out seaming or filleting in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for seaming or filleting	1.1 access and interpret the food business operator's (FBO's) procedures for seaming or filleting 1.2 select, wear and use personal protective equipment 1.3 assemble knives, tools and equipment that are fit for use 1.4 check the work area is available, safe and ready to carry out seaming or filleting 1.5 source and check that the meat to be processed is readily available and conforms to the required specification 1.6 check that there are facilities available to receive the fillets and surplus meat 1.7 follow the FBO's procedures to deal with any problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out seaming and filleting	2.1 check that meat for seaming or filleting meets the required specifications and follow the FBO's procedures if it does not 2.2 follow the FBO's procedures and use appropriate tools and equipment to seam and fillet in quantities that meet processing requirements 2.3 produce fillets to quantities that meet the FBO's yield and quality specifications 2.4 minimise waste and store waste correctly for disposal or re-cycling 2.5 make fillets available to the next stage in processing or storage 2.6 follow the FBO's procedures to deal with any problems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 69: Understand how to Carry out Seaming or Filleting in Meat Processing

Unit reference number: F/502/7850

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to carry out seaming or filleting, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out seaming or filleting in meat processing.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to carry out seaming or filleting</p>	<p>1.1 outline how to access and the importance of the food business operator's (FBO's) procedures for seaming or filleting</p> <p>1.2 describe why seaming or filleting is important to the meat processing industry and its uses including:</p> <ul style="list-style-type: none"> - increasing the value of meat products - in cooking <p>1.3 state why precision is important for effective seaming or filleting</p> <p>1.4 outline the importance and use of seaming or filleting cutting lines and guides</p> <p>1.5 state the personal protective equipment that is needed for seaming or filleting</p> <p>1.6 outline how to maintain the effectiveness and condition of tools and equipment used for seaming or filleting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out seaming or filleting	2.1 describe the techniques and critical controls for seaming or filleting meat 2.2 outline the importance of maintaining the flow of seaming or filleting operations to meet the FBO's processing requirements 2.3 state the importance of meeting the FBO's yield and quality requirements 2.4 describe how to avoid contamination and maintain food safety standards during seaming or filleting operations 2.5 outline the importance of minimising waste and correctly disposing or re-cycling of waste 2.6 state the importance of ensuring that correctly seamed or filleted meat is passed to the next stage of processing or storage			

Learner name: _____

Date: _____

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Assessor signature: _____

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(if sampled)

Unit 70: Carry out Trimming in Meat Processing

Unit reference number: R/502/7853

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who carry out trimming, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out trimming in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out trimming	1.1 access and interpret the food business operator's (FBO's) procedures for trimming 1.2 select, wear and use personal protective equipment for trimming 1.3 assemble the tools and equipment required to carry out trimming 1.4 check the work area and facilities are safe and ready for trimming 1.5 check that the meat to be trimmed is available and conforms to specification 1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for trimming			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out trimming of meat cuts	2.1 use appropriate tools and equipment to trim meat at the pace required to meet processing requirements 2.2 trim meat according to the FBO's procedures and specifications for yield and quality 2.3 minimise waste, and correctly store waste for disposal or re-cycling 2.4 pass trimmed and finished meat on to the next stage of processing or storage 2.5 follow the FBO's procedures to deal with any trimming problems			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 71: Understand how to Carry out Trimming in Meat Processing

Unit reference number: Y/502/7854

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to carry out trimming, in a meat processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare for meat trimming</p>	<p>1.1 outline how to access and the importance of food business operator's (FBO's) procedures for the trimming</p> <p>1.2 state the purpose of trimming meat in meat processing including:</p> <ul style="list-style-type: none"> - carcasses - joints - presale cuts <p>1.3 describe the personal protective equipment needed for trimming</p> <p>1.4 describe the importance of precision when trimming</p> <p>1.5 describe how to maintain the effectiveness and condition of tools and equipment used for trimming</p> <p>1.6 outline why it is important to check the cleanliness and safety of the work area, facilities, tools and equipment for trimming</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out meat trimming	2.1 state the importance of following the FBO's trimming procedures and maintaining a flow of processing to meet operational requirements 2.2 describe the techniques for trimming meat and steps for identifying tissue that needs to be removed 2.3 outline how to handle meat to maintain its quality, to avoid contamination and maintain food safety standards during trimming operations 2.4 state the importance of minimising waste during trimming and how this affects processing yields 2.5 describe how to store waste products from trimming for disposal or re-cycling 2.6 outline the importance of trimming to the presentation of meat for sale 2.7 outline the FBO's procedures for dealing with problems when trimming			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 72: Carry out Primal Butchery of Red Meat in Sales Operations

Unit reference number: D/502/7855

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who carry out primal butchery of red meat, in a meat wholesale or butchery sales business.

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 carrying out primal butchery of red meat in sales operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out primal butchery of red meat	1.1 access and use the food business operator's (FBO's) requirements and specifications for primal butchery 1.2 select, wear and use personal protective equipment 1.3 check the availability, cleanliness and safety of the work area, tools and equipment 1.4 source and check the correct quantities and condition of red meat carcasses, sides or quarters for butchery including: - beef - lamb - pork 1.5 assemble the tools and equipment for primal butchery 1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for primal butchery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out primal butchery to produce primal cuts	2.1 use appropriate tools and equipment to butcher meat at the pace required to meet processing or sales requirements 2.2 butcher and trim meat according to the FBO's quality requirements and yield specifications in preparation for secondary butchery or sales 2.3 minimise waste during butchery operations 2.4 follow FBO's procedures to deal with any butchering problems			
3 Complete primal red meat butchery operations	3.1 pass butchered meat on for secondary processing, storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to the FBO's requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to the FBO's requirements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Unit 73: Understand how to Carry out Primal Butchery of Red Meat in Sales Operations

Unit reference number: H/502/7856

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who need to understand how to carry out primal butchery of red meat primal joints, in a meat wholesale or butchery sales business.

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 primal butchery of red meat primal joints in sales operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for primal butchery of red meat	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures for primal butchery 1.2 describe the personal protective equipment required 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for primal butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out primal butchery of red meat	2.1 state the importance of following the FBO's butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to maintain its quality, avoid contamination and maintain food safety standards. 2.3 state the primal cuts possible from carcasses including: <ul style="list-style-type: none"> - beef/veal - lamb - pork - rabbit/hare 2.4 describe the purpose of specific knives and chopping tools used in primal butchery of red meat and why it is important to maintain their sharpness and condition 2.5 outline the importance of primal butchery to secondary processing or sale 2.6 outline the FBO's procedures for dealing with primal butchery problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand primal butchery techniques	3.1 describe the importance of using the correct type of cutting tool and precision cutting in butchery 3.2 state how to make selections for primal cuts from: <ul style="list-style-type: none"> - carcasses - sides - quarters 3.3 describe the cutting lines and anatomical markers involved in primal butchery operations 3.4 outline the quality factors involved in primal butchery operations			
4 Understand how to control storage and waste in primal red meat butchery	4.1 describe the different types of waste occurring as a result of primal butchery and how they should be disposed of or recycled 4.2 state the importance of minimising waste during butchery and how this affects yield 4.3 describe the storage requirements for: <ul style="list-style-type: none"> - carcasses - sides - quarters - primal cuts 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Unit 74: Carry out Secondary Butchery of Red Meat in Sales Operations

Unit reference number: M/502/7858

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who carry out secondary butchery of red meat primal joints, in a meat wholesale or butchery sales business.

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 carrying out secondary butchery of red meat primal joints in sales operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare to carry out secondary butchery of red meat primal joints</p>	<p>1.1 access and interpret the food business operator's (FBO's) requirements and specifications for secondary butchery</p> <p>1.2 select, wear and use personal protective equipment</p> <p>1.3 check the availability, cleanliness and safety of the work area, tools and equipment</p> <p>1.4 source and check the correct quantities and condition of red meat primal joints for butchery including:</p> <ul style="list-style-type: none"> - beef - lamb - pork <p>1.5 assemble the tools and equipment required for butchery</p> <p>1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for butchery</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out secondary butchery of red meat primal joints	2.1 use appropriate tools and equipment to butcher meat at the pace required to meet sales requirements 2.2 butcher meat according to the FBO's requirements and specifications for yield and quality including: <ul style="list-style-type: none"> - boning - seaming/filleting - trimming - slicing/dicing - jointing/stringing 2.3 minimise waste during butchery operations 2.4 follow the FBO's procedures to deal with any butchering problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete secondary red meat butchery operations	3.1 pass butchered meat on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to the FBO's requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 the store waste for disposal or re-cycling according to the FBO's requirements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 75: Understand how to Carry out Secondary Butchery of Red Meat in Sales Operations

Unit reference number: T/502/7859

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to carry out secondary butchery of red meat primal joints, in a meat wholesale or butchery sales business.

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 secondary butchery of red meat primal joints in sales operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for secondary butchery of red meat	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures for secondary butchery 1.2 describe the personal protective equipment required 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for secondary butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to carry out secondary butchery of red meat</p>	<p>2.1 state the importance of following the FBO's butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements</p> <p>2.2 outline why it is important to butcher meat to maintain its quality, avoid contamination and maintain food safety standards</p> <p>2.3 state the red meat cuts possible from primal joints including:</p> <ul style="list-style-type: none"> - beef - lamb - pork - rabbit/hare <p>2.4 describe the purpose of specific knives used in secondary butchery of red meat and why it is important to maintain their sharpness and condition</p> <p>2.5 outline the importance of secondary butchery to the presentation of meat for sale</p> <p>2.6 outline the FBO's procedures for dealing with butchery problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand secondary butchery techniques	<p>3.1 describe the importance of using the correct type of knife and precision cutting in secondary butchery</p> <p>3.2 state the names and positions of bones for butchery in:</p> <ul style="list-style-type: none"> - beef - lamb - pork - rabbit/hare <p>3.3 describe the techniques for butchering red meat including:</p> <ul style="list-style-type: none"> - boning - seaming/filleting - trimming - slicing/dicing - rolling/shaping - tying/netting - scoring <p>3.4 outline how continental butchery methods can be used to produce cuts of red meat</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 outline the quality factors involved in boning and trimming butchery 3.6 outline the edible offal cuts in red meat butchery and how they are butchered for sale			
4 Understand how to control storage and waste in secondary red meat butchery	4.1 the different types of waste occurring as a result of secondary red meat butchery and how they should be disposed of or recycled 4.2 state the inedible by-products from red meat butchery 4.3 state the importance of minimising waste during butchery and how this affects yield 4.4 describe the requirements of storage for: <ul style="list-style-type: none"> - meat - meat preparations - meat products 			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 76: Carry out Poultry Butchery in Sales Operations

Unit reference number: K/502/7860

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out poultry butchery, in a meat wholesale or butchery sales business.

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 carrying out poultry butchery in sales operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out butchery of poultry	1.1 access and interpret the food business operator's (FBO's) requirements and specifications for butchery 1.2 select, wear and use personal protective equipment 1.3 check the availability, cleanliness and safety of the work area, tools and equipment 1.4 source and check the correct quantities and condition of poultry for butchery including: <ul style="list-style-type: none"> - chicken - turkey - duck/goose - non-hunted farmed game 1.5 assemble the tools and equipment required for butchery 1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for butchery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out butchery of poultry	2.1 use appropriate tools and equipment to butcher meat at the pace required to meet sales requirements 2.2 butcher meat according to the FBO's requirements and specifications for yield and quality including: <ul style="list-style-type: none"> - boning - seaming/filleting - trimming - slicing/dicing - skinning 2.3 minimise waste during butchery operations 2.4 follow the FBO's procedures to deal with any butchering problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete poultry butchery operations	3.1 pass butchered meat on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to the FBO's requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to the FBO's requirements			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 77: Understand how to Carry out Poultry Butchery in Sales Operations

Unit reference number:	M/502/7861
Level:	2
Credit value:	2
Guided learning hours:	15

Unit summary

This unit supports workforce development for those who need to understand how to carry out poultry butchery, in a meat wholesale or butchery sales business.

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 poultry butchery in sales operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for poultry butchery	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures for butchery 1.2 describe the personal protective equipment needed for butchery 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment for butchery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out poultry butchery	2.1 outline the importance of following the FBO's butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to: <ul style="list-style-type: none"> - maintain its quality - avoid contamination - maintain food safety standards 2.3 state the poultry meat cuts in butchery including: <ul style="list-style-type: none"> - chicken - turkey - duck/goose - non-hunted game bird 2.4 outline the importance of butchery to the presentation of poultry for sale 2.5 outline the FBO's procedures for dealing with butchery problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand butchery techniques	<p>3.1 describe the purpose of specific knives used in poultry butchery and why it is important to maintain their sharpness and condition</p> <p>3.2 describe the importance of using the correct type of knife and precision cutting in butchery</p> <p>3.3 describe the techniques for butchering poultry including:</p> <ul style="list-style-type: none"> - boning - seaming/filleting - trimming - slicing/dicing - jointing <p>3.4 outline the edible offal cuts in poultry butchery and how they are butchered for sale</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to control waste in poultry butchery	4.1 describe the different types of waste occurring as a result of poultry butchery and how they should be disposed of 4.2 state the inedible by-products from poultry meat butchery 4.3 describe the importance of minimising waste during butchery and how this affects yields 4.4 describe how to store waste products from butchery for disposal or re-cycling			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 78: Carry out Wild Game Butchery in Sales Operations

Unit reference number: T/502/7862

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out wild game butchery, in a meat wholesale or butchery sales business.

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 carrying out wild game butchery in sales operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to carry out butchery of wild game	1.1 access and interpret the food business operator's (FBO's) requirements and specifications for butchery 1.2 select, wear and use personal protective equipment 1.3 check the availability, cleanliness and safety of the work area, tools and equipment 1.4 source and check the correct quantities and condition of wild game for butchery including: <ul style="list-style-type: none"> - game birds - rabbits/hares - venison 1.5 assemble the tools and equipment required for butchery 1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for butchery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out butchery of wild game	2.1 use appropriate tools and equipment to butcher meat at the pace required to meet sales requirements 2.2 butcher meat according to the FBO's requirements and specifications for yield and quality including: <ul style="list-style-type: none"> - de-feathering - boning - seaming/filleting - trimming - skinning - slicing/dicing - jointing/stringing 2.3 string joints or cuts 2.4 minimise waste during butchery operations 2.5 follow the FBO's procedures to deal with any butchering problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete wild game butchery operations	3.1 pass butchered meat on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to the FBO's requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to the FBO's requirements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 79: Understand how to Carry out Wild Game Butchery in Sales Operations

Unit reference number: A/502/7863

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to carry out wild game butchery, in a meat wholesale or butchery sales business.

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 wild game butchery in sales operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for wild game butchery	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures for butchery 1.2 describe the personal protective equipment needed for butchery 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment for butchery			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out wild game butchery	2.1 outline the importance of following the FBO's butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to: <ul style="list-style-type: none"> - maintain its quality - avoid contamination - maintain food safety standards 2.3 state the wild game meat cuts in butchery including: <ul style="list-style-type: none"> - game birds - rabbits/hares - venison 2.4 outline the importance of butchery to the presentation of wild game for sale 2.5 outline the FBO's procedures for dealing with butchery problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand wild game butchery techniques	3.1 describe the purpose of specific knives used in wild game butchery and why it is important to maintain their sharpness and condition 3.2 describe the importance of using the correct type of knife and precision cutting in butchery 3.3 describe the techniques for butchering wild game including: <ul style="list-style-type: none"> - boning - seaming/filleting - trimming - slicing/dicing - jointing 3.4 outline the edible offal cuts in wild game butchery and how they are butchered for sale			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to control waste in wild game butchery	4.1 describe the different types of waste occurring as a result of wild game butchery and how they should be disposed of 4.2 state the inedible by-products from wild game meat butchery 4.3 describe the importance of minimising waste during butchery and how this affects yields 4.4 describe how to store waste products from butchery for disposal or re-cycling			

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Assessor signature: _____

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(if sampled)

Unit 80: Produce Portion Controlled Raw Meat Products

Unit reference number: L/502/7866

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who produce portion controlled raw meat products in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when producing portion controlled raw meat products. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to produce portion controlled raw meat products	1.1 access and use the food business operator's (FBO's) procedures and specifications for producing portion controlled raw meat products 1.2 select, wear and use personal protective clothing and equipment 1.3 assemble the tools and equipment to produce portion controlled raw meat products 1.4 check the work area, tools and equipment are available, safe and ready for processing 1.5 source and check that meat is available in the quantities required and that it conforms to specification 1.6 follow the FBO's procedures to deal with any problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Produce portion controlled raw meat products	2.1 follow the FBO's procedures to produce portions and deal with meat that does not meet specifications 2.2 use tools and equipment at the pace required to maintain specification for quality and yield 2.3 minimise waste and trim 2.4 place waste and trim in the specified places for storage, disposal or re-cycling 2.5 pass portion controlled raw meat products to the next processing stage or storage at the pace to meet processing requirements			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 81: Understand how to Produce Portion Controlled Raw Meat Products

Unit reference number: R/502/7867

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who need to understand how to produce portion controlled raw meat products, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing portion controlled raw meat products.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to produce portion controlled raw meat products	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for portion controlled products 1.2 state the personal protective clothing and equipment required for processing 1.3 state the types of portion controlled raw meat products produced in meat processing 1.4 outline why it is important to check the cleanliness and safety of tools and equipment 1.5 outline why it is important to check the quantities, quality and availability of meat to be portioned			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce portion controlled raw meat products	2.1 outline the importance of the FBO's procedures and specifications to meet quality and yield requirements 2.2 state the importance of precision cutting in portioning operations 2.3 outline why it is important to work precisely and accurately to produce consistent portion controlled products 2.4 describe how to handle meat to: <ul style="list-style-type: none"> - maintain its quality - avoid contamination - maintain food safety standards 2.5 outline why it is important to maintain the pace and flow of processing to meet the FBO's requirements 2.6 outline how to minimise and store waste products for disposal or re-cycling			

Learner name: _____

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(if sampled)

Unit 82: Carry out Flavour Enhancement in Meat Processing

Unit reference number: Y/502/7868

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out flavour enhancement operations, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out flavour enhancement operations in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare for carrying out meat flavour enhancement operations</p>	<p>1.1 access and use the food business operator's (FBO's) procedures and specifications for enhancing flavour in meat products</p> <p>1.2 select, wear and use personal protective equipment</p> <p>1.3 source and assemble the flavour enhancers to be used and check that they conform to the required specification</p> <p>1.4 check the availability, cleanliness and safety of the work area, tools and equipment</p> <p>1.5 check that meat is available in sufficient quantities and at the required specification for processing</p> <p>1.6 check that there are facilities available to receive or store flavour enhanced meat</p> <p>1.7 follow the FBO's procedures to deal with any preparation problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out meat flavour enhancement operations	2.1 use tools and equipment to maintain the FBO's quality and yield requirements 2.2 follow the FBO's procedures to maintain operational flow and meet processing requirements 2.3 apply flavouring and monitor its application according to product specification including: - rubbing/seasoning - marinating - coating/glazing - stuffing 2.4 follow the FBO's procedures to deal with any problems 2.5 minimise waste and store waste for disposal or re-cycling 2.6 transfer flavour enhanced meat to the specified area			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 83: Understand how to Carry out Flavour Enhancement in Meat Processing

Unit reference number: D/502/7869

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to carry out flavour enhancement, in a meat processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare for flavour enhancement of meat</p>	<p>1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for flavour enhancement</p> <p>1.2 state the personal protective clothing and equipment required for processing</p> <p>1.3 outline why it is important to check the cleanliness and safety of tools and equipment</p> <p>1.4 outline why it is important to check the quantities, quality and availability of meat and flavour enhancers for processing</p> <p>1.5 outline the characteristics of the flavours used to enhance the flavour of meat or poultry including:</p> <ul style="list-style-type: none"> - herbs/seasonings - coatings/glazes - marinating solutions 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how carry out flavour enhancement of meat	2.1 outline the importance of the FBO's procedures and specifications to meet quality and yield requirements 2.2 outline why it is important to work precisely and accurately to produce consistently and evenly flavoured products 2.3 describe how to handle meat to maintain its quality, avoid contamination and maintain food safety standards 2.4 outline the methods of enhancing the flavour of meat or poultry products including: <ul style="list-style-type: none"> - rubbing/seasoning - marinating - coating/glazing - stuffing 2.5 outline how to minimise and store waste products for disposal or re-cycling			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 84: Operate a Meat Injection System

Unit reference number: R/502/7870

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who operate a meat injection system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when operating a meat injection system, in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for meat injection	1.1 check the availability and sufficiency of meat and the solution to be injected 1.2 check that the meat and solution meet the food business operator's (FBO's) specifications 1.3 check that the injection equipment is ready with the specified concentration of solution 1.4 check that there are facilities available to receive injected meat 1.5 follow the FBO's procedures to deal with any preparation problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Operate and monitor a meat injection system	2.1 check and start up the injection equipment 2.2 ensure that meat is aligned in the correct position for injection 2.3 monitor the position of the meat presented to the injection needles 2.4 monitor the quality and concentration of the injection solution 2.5 follow the FBO's procedures to deal with any problems 2.6 ensure that injected meat is transferred to the next area for processing or storage			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 85: Understand how to Operate a Meat Injection System

Unit reference number: Y/502/7871

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to operate a meat injection system, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a meat injection system.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for meat injection	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for meat injection 1.2 outline procedures involved in the setting up and starting up of injection equipment 1.3 state the purpose of meat injection and the solutions that may be injected into meat 1.4 describe the purpose of different ingredients in solutions injected into meat 1.5 state the composition of brines that may be injected into meat 1.6 outline why it is important to check the condition and operation of injection equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to inject meat	2.1 describe the controls on quality and the concentration of an injection solution 2.2 outline the problems that may occur from over dispensation or under dispensation of solution 2.3 state the importance of monitoring the presentation of meat to the injection equipment 2.4 state the importance of monitoring the quantity and concentration of solution injected 2.5 describe the process controls that form part of the meat injection process			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 86: Cure Meat Products

Unit reference number: D/502/7872

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out curing, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out curing in meat 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for curing	<p>1.1 access and use the food business operator's (FBO's) procedures and specifications for curing meat products including:</p> <ul style="list-style-type: none"> - wet curing - air/dry curing <p>1.2 select, wear and use personal protective equipment for curing</p> <p>1.3 source and assemble the materials and ingredients to be used and check that they conform to the required specification</p> <p>1.4 check the availability, cleanliness and safety of the work area, tools and equipment</p> <p>1.5 check that meat is available in sufficient quantities and at the required specification for curing</p> <p>1.6 check that there are facilities available to receive or store cured meat</p> <p>1.7 follow the FBO's procedures to deal with any preparation problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out curing	2.1 use tools and equipment to maintain the FBO's quality and yield requirements 2.2 follow the FBO's procedures to maintain operational flow and meet processing requirements 2.3 carry out curing and monitor curing according to product specification including: - wet curing - air/dry curing 2.4 follow the FBO's procedures to deal with any problems 2.5 minimise waste and store waste for disposal or re-cycling 2.6 transfer flavour cured meat to the specified area			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 87: Understand how to Cure Meat Products

Unit reference number: H/502/7873

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to cure meat products, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when curing meat products.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for meat curing	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for meat curing 1.2 state the personal protective clothing and equipment required for curing 1.3 state the purpose of curing 1.4 outline how to prepare dry and wet cures of different strengths and make suitable adjustments to achieve the required concentrations 1.5 outline why it is important to check the cleanliness and safety of tools and equipment 1.6 outline why it is important to check the quantities, quality and availability of meat and ingredients for curing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how cure meat	2.1 outline the importance of the FBO's procedures and specifications to meet quality and yield requirements 2.2 describe how to handle meat and meat products to maintain quality, avoid contamination and maintain food safety standards 2.3 outline the methods and equipment required for curing of meat or poultry products including: <ul style="list-style-type: none"> - wet curing - air/dry curing - smoking 2.4 state the importance of storing cured meat separately from other meat 2.5 outline how to minimise and store waste products for disposal or re-cycling			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 88: Carry out Massaging in Meat Processing

Unit reference number: K/502/7874

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who carry out massaging, in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out massaging of meat. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to massage meat	1.1 access and use the food business operator's (FBO's) procedures and specifications for massaging or tumbling 1.2 assemble meat and other ingredients in preparation for massaging 1.3 check that meat and other ingredients meet the FBO's specifications 1.4 check equipment is ready, free from contaminants and safe to use 1.5 check that facilities are available to accept product when discharged 1.6 follow the FBO's procedures to deal with any problems in preparing for massaging			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out massaging of meat	2.1 check and start up massaging equipment 2.2 load equipment with meat and other ingredients according to specifications 2.3 operate and monitor equipment to make sure the massage sequence meets the FBO's specifications and maintains yield requirements 2.4 check that the final product meets the FBO's specifications after massaging 2.5 follow the FBO's procedures to deal with any problems in massaging 2.6 transfer the final product to the next stage of processing or storage at the pace to meet processing requirements			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 89: Understand how to Carry out Massaging in Meat Processing

Unit reference number: M/502/7875

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to carry out massaging of meat, in a meat processing business.

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to massage meat	1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for massaging 1.2 state the types and purpose of materials/ ingredients involved in massaging boneless meat 1.3 describe how massaging encourages water and ingredient absorption 1.4 outline process controls involved in the meat massaging process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out meat massaging	2.1 state the types of meat massaging processes 2.2 outline the equipment used for massaging meat 2.3 describe problems that may result from over and under massaging of meat 2.4 describe when and how to use the settings on massaging equipment including: <ul style="list-style-type: none"> - speed - time - mode of operation 2.5 state the procedures for starting up and setting up massaging equipment 2.6 state the advantages to meat processing of massaging meat			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 90: Produce Sausages

Unit reference number: T/502/7876

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who produce sausages, in meat processing or sales 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 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 producing sausages. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to produce sausages	<p>1.1 access and use the food business operator's (FBO's) procedures and specifications for sausage making including:</p> <ul style="list-style-type: none"> - standard sausages - added value sausages <p>1.2 select and use personal protective clothing and equipment</p> <p>1.3 check that tools, equipment and the work area are ready and safe to use</p> <p>1.4 select, check and assemble meat and other ingredients in preparation for sausage making</p> <p>1.5 prepare mince meat and other meat product additions, ensuring even distribution through the mixture</p> <p>1.6 check visual lean of meat and adjust if necessary</p> <p>1.7 prepare sausage casings according to organisational procedures</p> <p>1.8 follow the FBO's procedures to deal with any problems in preparing for sausage making</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Produce sausages	2.1 weigh and add ingredients to mince meat mixture, mixing thoroughly after each addition 2.2 start-up sausage extruder, load with casings and meat mixture and check it is operating correctly 2.3 produce sausage length, and link sausages to the required product specification including: <ul style="list-style-type: none"> - standard sausages - added value sausages 2.4 check sausage yield and quality against the FBO's specifications 2.5 follow the FBO's procedures to deal with any problems in sausage making 2.6 transfer the final product to the next stage of processing or storage to meet processing requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Store sausages and clean production area	3.1 store sausages according to the FBO's procedures including: <ul style="list-style-type: none"> - standard sausages - added value sausages 3.2 store waste for disposal or re-cycling according to the FBO's procedures 3.3 clean personal protective equipment, work area, tools and equipment according to the FBO's procedures			

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(if sampled)

Unit 91: Understand how to Produce Sausages

Unit reference number: A/502/7877

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who need to understand how to produce sausages, in meat processing or sales 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 sausages.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to produce sausages</p>	<p>1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for sausage making</p> <p>1.2 state the personal protective clothing and equipment required for sausage making</p> <p>1.3 describe why it is important to have hygienically clean personal protective equipment, work area, tools and equipment for sausage making</p> <p>1.4 define the following terms:</p> <ul style="list-style-type: none"> - sausage - chipolata - sausage meat - link <p>1.5 outline the difference between a sausage and a chipolata</p> <p>1.6 state the types and purpose of ingredients involved in sausage making</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce and store sausages	2.1 state the tools and equipment needed to produce sausages 2.2 outline why it is important to keep meat or poultry cold when making sausages 2.3 describe why it is important to mix ingredients thoroughly 2.4 describe how to estimate 'visual lean' and why it is important to sausage making 2.5 outline the importance of keeping waste to a minimum, its impact on yield and control of processing costs 2.6 outline why it is important to check yield and quality against specifications when producing sausages 2.7 describe the different types of waste produced as a result of sausage making and how they should be disposed of or re-cycled			

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Unit 92: Fill or Extrude Meat and Meat-Based Mixtures

Unit reference number: R/601/4675

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who fill or extrude meat and meat-based mixtures in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when filling or extruding meat and meat based mixtures. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to fill or extrude	1.1 make sure product is available for filling or extrusion to meet customer specifications 1.2 check that products meet customer or company specifications 1.3 check the filling or extrusion equipment or machinery according to process requirements 1.4 make sure that equipment and machinery are clean and free from contaminants 1.5 check there are facilities available to receive filled or extruded products 1.6 follow company procedures to deal with any problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out filling or extrusion	2.1 load equipment or machinery with meat product to be filled or extruded so that pace of production is maintained 2.2 start up machinery or equipment to meet the production schedule 2.3 operate the machinery or equipment to meet the production schedule 2.4 operate the machine to fill or extrude product for an even flow of production: <ul style="list-style-type: none"> - at an appropriate pace - at an appropriate pressure 2.5 operate the machine to fill or extrude product in a way that minimises waste 2.6 control the production of extruded product in order to meet customer or company specifications 2.7 check that the product meets customer or company specifications 2.8 follow company procedures to deal with any problems when product fails to meet customer or company specifications			

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Unit 93: Understand how to Fill or Extrude Meat and Meat-based Mixtures

Unit reference number: D/601/4677

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when filling or extruding meat and meat-based mixtures.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Unit 94: Produce Batch Meat Preparations and Products

Unit reference number: F/502/7878

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who produce batch meat preparations and products in a meat processing or sales business.

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 producing batch meat preparations and products in a processing or sales environment. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare to produce meat preparations and products</p>	<p>1.1 access and use the food business operator's (FBO's) procedures and specifications for producing batch:</p> <ul style="list-style-type: none"> - meat preparations - meat products <p>1.2 select, wear and use personal protective clothing and equipment</p> <p>1.3 assemble and check the tools and equipment for processing</p> <p>1.4 check the work area is available, safe and ready for processing</p> <p>1.5 source and check that meat and ingredients are available in the quantities required and that they conform to specification</p> <p>1.6 weigh or measure and prepare meat and ingredients for processing for</p> <ul style="list-style-type: none"> - meat preparations - meat products <p>1.7 follow the FBO's procedures to deal with any preparation problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Produce meat preparations and products	2.1 mix ingredients for: <ul style="list-style-type: none"> - meat preparations - meat products 2.2 form and shape pastry and meat for: <ul style="list-style-type: none"> - meat preparations - meat products 2.3 produce and deposit meat filling 2.4 finish meat products according to specification with: <ul style="list-style-type: none"> - glaze or garnish - decorative markings 2.5 check meat product yield and quality against specification 2.6 make completed preparation and product available for storage or cooking 2.7 follow the FBO's procedures to deal with any processing problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Store preparations, products and waste and clean work area	3.1 store meat preparations and products according to the FBO's specification and requirement 3.2 store waste for disposal or re-cycling according to the FBO's procedures 3.3 clean personal protective equipment, work area, tools and equipment to the FBO's procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 95: Understand how to Produce Batch Meat Preparations and Products

Unit reference number: J/502/7879

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to produce batch meat preparations and products in a meat processing or sales business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing batch meat preparations and products in a processing or sales environment.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to produce meat preparations and products</p>	<p>1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for producing batch:</p> <ul style="list-style-type: none"> - meat preparations - meat products <p>1.2 state the personal protective clothing and equipment required for processing</p> <p>1.3 state the types of meat preparations and meat products produced in meat processing/sales operations</p> <p>1.4 state the purpose of ingredients in meat preparations and products</p> <p>1.5 outline why it is important to check the cleanliness and safety of tools and equipment</p> <p>1.6 outline why it is important to check the quantities, quality and availability of meat and ingredients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce meat preparations and products	2.1 describe the purpose and practices of the following operations: <ul style="list-style-type: none"> - size reduction - mixing - forming and shaping 2.2 list the key stages and methods of production for manufacturing meat preparations and products 2.3 outline the importance of keeping waste to a minimum and its effect on yield 2.4 describe how to check product quality and yield against the FBO's specification and why this is important 2.5 outline the different types of waste produced and how they are stored for disposal or re-cycling			

Learner name: _____

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(if sampled)

Unit 96: Oven Cook Batched Meat and Meat Products

Unit reference number: A/502/7880

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who oven cook batched meat and meat products in a meat processing or sales business.

The unit is designed for use primarily by meat processing 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 oven-cooking batched meat and meat products. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for cooking meat and meat products	1.1 access and use the food business operator's (FBO's) procedures and specifications for cooking: <ul style="list-style-type: none"> - meat - meat products 1.2 select and use personal protective clothing and equipment 1.3 check the work area is safe and ready for cooking 1.4 check and adjust oven settings to preheat ovens to the required temperature according to the FBO's cooking schedules and specifications 1.5 source and check the quantity and quality of meat and meat products 1.6 check the availability of storage areas for final product and waste materials 1.7 follow the FBO's procedures to deal with any preparation problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Cook meat and meat products	2.1 set and position meat and meat products into the oven 2.2 monitor the cooking and adjust oven settings and timings to meet cooking needs 2.3 operate steam-injectors and dampers as required 2.4 re-position cooking products within the oven to meet cooking needs 2.5 follow the FBO's procedures to deal with any cooking problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Remove cooked products for cooling and storage	3.1 prepare to receive cooked products according to the FBO's procedures and specifications 3.2 ensure that meat and meat products have cooked according to the FBO's specifications for: <ul style="list-style-type: none"> - time - temperature - conditions 3.3 draw meat products from the oven 3.4 remove cooked products from cooking trays or containers 3.5 position cooked products for cooling and storage 3.6 store cooking trays/containers in the specified location as required 3.7 follow the FBO's procedures to deal with any cooling or storage problems			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 97: Understand how to Oven Cook Batched Meat and Meat Products

Unit reference number: F/502/7881

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to oven cook batched meat and meat products in a meat processing or sales business.

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 oven cooking batched meat and meat products in a meat processing or sales environment.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to cook meat and meat products</p>	<p>1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures and specifications for cooking batched:</p> <ul style="list-style-type: none"> - meat - meat products <p>1.2 state the personal protective clothing and equipment required for cooking operations</p> <p>1.3 describe the pre-cook oven checks and the in-cooking adjustments of oven settings</p> <p>1.4 describe the importance of pre-cook procedures</p> <p>1.5 describe the importance of checking the quality and quantity of products available for cooking</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to oven cook meat and meat products	2.1 describe the procedure for setting the oven 2.2 outline how to avoid product and cross-contamination during cooking operations 2.3 state why it is important to adhere to cooking times, temperatures and conditions 2.4 state why it is important to adhere to the FBO's yield and quality specifications 2.5 outline how to determine if meat or a meat product is fully cooked 2.6 describe how a damaged product can be removed and isolated for disposal			
3 Understand how to remove cooked products for cooling and storage	3.1 describe the post-cook procedures for cooling and storage 3.2 outline the importance of effective cooling 3.3 describe the end-of-cooling and isolation procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 98: Fry Poultry Products

Unit reference number: J/502/7882

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who fry poultry products in a poultry processing or sales business.

The unit is designed for use primarily by poultry processing or sales 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 frying poultry products. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for frying poultry products	1.1 access and use the food business operator's (FBO's) procedures and specifications for frying poultry products 1.2 select, wear and use personal protective clothing and equipment 1.3 check and adjust fryer settings and ventilation 1.4 check the work area is safe and ready for frying 1.5 check frying media levels and quality, and add frying media to the fryer as required 1.6 preheat fryers to the required temperature according to the FBO's cooking schedules and specifications 1.7 check the condition and quantity of poultry products available for frying 1.8 follow the FBO's procedures to deal with any preparation problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Fry poultry products	2.1 load the fryer according to the FBO's procedures and schedules 2.2 monitor the frying and transfer of poultry products to meet specifications 2.3 minimise waste and deal with scrap material according to the FBO's procedures 2.4 follow the FBO's procedures to deal with any frying problems			
3 Cool and position fried poultry products	3.1 position fried poultry products for cooling according to specifications 3.2 follow the FBO's procedures to deal with any cooling or storage problems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 99: Produce Added Value Meat Products in Sales Operations

Unit reference number: L/502/7883

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who produce added value meat products, in a meat wholesale or butchery sales business.

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 producing added value meat products in sales operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to produce added value meat products	1.1 access and interpret the food business operator's (FBO's) requirements and specifications for added value products 1.2 select, wear and use personal protective clothing and equipment 1.3 check the availability, cleanliness and safety of the work area, tools and equipment 1.4 source and check the correct quantities and condition of meat and added value sundries including: <ul style="list-style-type: none"> - red meat - poultry - added value ingredients/foods - added value decorative items 1.5 assemble the tools and equipment for added value operations 1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for added value operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out added value butchery operations	2.1 select and use tools and equipment to produce added value products at the pace required to meet sales requirements 2.2 carry out added value butchery according to the FBO's requirements and specifications for yield and quality including: <ul style="list-style-type: none"> - rolling - forming - stringing/netting - adding positioning aids/sticks/skewers - adding ingredients/foods - adding decorative items 2.3 minimise waste during added value butchery operations 2.4 follow the FBO's procedures to deal with any added value butchery problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete added value butchery operations	3.1 pass added value products on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to the FBO's requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to the FBO's requirements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 100: Understand how to Produce Added Value Meat Products in Sales Operations

Unit reference number: R/502/7884

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who need to understand how to produce added value meat products, in a meat wholesale or butchery sales business.

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 added value meat products in sales operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to produce added value meat products	1.1 outline how to access, and the importance of food business operator's (FBO's) procedures for added value butchery 1.2 describe the personal protective clothing and equipment required for added value butchery 1.3 describe why it is important to check the quantity and condition of meat, ingredients and sundry items for added value butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out added value butchery operations	2.1 outline the importance of following the FBO's butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important in added value butchery operations to maintain quality, avoid contamination and maintain food safety standards 2.3 state the main added value meat products in sales operations including: <ul style="list-style-type: none"> - red meat - poultry - seasonal products 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand secondary butchery techniques	<p>3.1 describe the techniques for adding value to meat products including:</p> <ul style="list-style-type: none"> - rolling - forming/shaping - scoring - stringing/netting - glazing - adding positioning aids/sticks/skewers - adding ingredients/foods - adding decorative items <p>3.2 describe how added value butchery processes and the use of ingredients/foods/decorative items adds value to meat products</p> <p>3.3 outline the importance of added value butchery to the presentation of meat for sale</p> <p>3.4 outline the advantages to the customer of added value meat products</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 101: Prepare Sauces and Marinades by Hand in Food Manufacture

Unit reference number: L/602/1706

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

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

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

Assessment requirements/evidence requirements

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

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria.

This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to mix ingredients	1.1 obtain and interpret brining specification 1.2 prepare equipment and associated work areas to ensure conditions suitable for food preparation 1.3 set up and check the accuracy of weighing equipment 1.4 obtain and prepare raw materials of required quality according to specification 1.5 take action in response to operating problems 1.6 maintain communications throughout the process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Mix ingredients	2.1 measure required quantities of raw materials 2.2 add raw materials to the mix in specified sequence, according to operating instructions 2.3 mix raw materials to achieve required product specification 2.4 handle raw materials in a manner which maintains quality and condition 2.5 test quality and consistency of mix 2.6 make sure mix is transferred to the next production stage 2.7 take action in response to operating problems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 102: Understand how to Prepare Sauces and Marinades in Food Manufacture

Unit reference number: R/602/1707

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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(if sampled)

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Unit 103: Prepare Ingredients and Store Fillings and Toppings in Food Manufacture

Unit reference number: K/601/4570

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Date: _____

(if sampled)

Unit 104: Understand how to Prepare and Store Savoury Fillings and Toppings in Food Manufacture

Unit reference number: H/601/4616

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and storing savoury fillings and toppings in food manufacture.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

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Assessor signature: _____

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(if sampled)

Unit 105: Sell Food Products in a Retail Environment

Unit reference number: L/601/8305

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

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 selling food products in a retail environment. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 106: Understand how to Sell Food Products in a Retail Environment

Unit reference number: R/601/8306

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 107: Display Meat and Meat Products in Sales Operations

Unit reference number: F/502/7864

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who display meat and meat products, in a meat wholesale or butchery sales business.

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 displaying meat and meat products in sales operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to display meat and meat products	1.1 access and interpret the food business operator's (FBO's) requirements and specifications for display 1.2 select, wear and use personal protective clothing and equipment 1.3 check the display area, equipment and accessories are clean and operating correctly 1.4 select the meat and meat products available to display for sales considering: <ul style="list-style-type: none"> - shelf life - quantities required to meet demand - appeal - promotional requirements 1.5 assemble meat and meat products and any accessories and prepare them for display 1.6 follow the FBO's procedures to replenish supply and deal with any problems in preparation for display			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Display and label meat and meat products	2.1 display meat and meat products in accordance with the FBO's display procedures and plans 2.2 prepare and position display labels according to the FBO's requirements 2.3 follow the FBO's procedures to deal with any display or product problems			
3 Maintain the display of meat and meat products	3.1 monitor the display and replace meat and meat products in accordance with the FBO's display procedures and plans 3.2 maintain display by repositioning and reorganising products when replacement products are not available 3.3 carry out emergency cleaning procedures promptly when required 3.4 monitor and record the temperature of display equipment and report any non-compliance 3.5 remove meat and meat products from display that do not meet quality specifications 3.6 store waste for disposal or re-cycling according to the FBO's requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Empty and clean display	4.1 withdraw products from the display in accordance with the FBO's display procedures and plans 4.2 select and assemble the appropriate cleaning materials for display equipment and accessories 4.3 clean display surfaces, equipment and accessories in accordance with the FBO's display procedures and specifications			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 108: Understand how to Display Meat and Meat Products in Sales Operations

Unit reference number: J/502/7865

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to display meat and meat products, in a wholesale or butchery sales business.

The unit is designed for use primarily by display 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 displaying meat and meat products in sales operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to prepare to display meat and meat products</p>	<p>1.1 outline how to access, and the importance of the food business operator's (FBO's) procedures for display</p> <p>1.2 outline the food safety and hygiene requirements for how meat or meat products may be displayed including:</p> <ul style="list-style-type: none"> - personal protective clothing - personal protective equipment - temperature requirements - separation of raw and ready to eat products <p>1.3 state what might happen if food safety procedures are not adhered to</p> <p>1.4 outline the labelling requirements for meat and meat products:</p> <ul style="list-style-type: none"> - positioning - label content <p>1.5 outline why it is important to check and maintain the cleanliness and safety of the display area, facilities, accessories and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to display and maintain the display of meat and meat products	2.1 outline the importance of following the FBO's procedures for display 2.2 outline how to rotate and utilise stock effectively to minimise waste 2.3 state the factors which can affect the quality of the product during display 2.4 state how to estimate the amount of individual product needed to fill the display effectively 2.5 outline the purpose of the accessories required for the display 2.6 state where information about potential allergens and other health issues of specific products can be accessed 2.7 describe how to collect and record display monitoring information and data 2.8 outline the FBO's procedures for dealing with display problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to dismantle and clean displays for meat and meat products	3.1 outline the importance of following the FBO's procedures for emptying and cleaning the display 3.2 outline the FBO's procedures for emptying the display and moving products into storage or to waste 3.3 state which types of cleaning materials are suitable for cleaning display accessories and equipment			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 109: Serve on a Specialist Food Retail Counter

Unit reference number: D/602/4576

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

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/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when serving 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

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

Learning outcomes and assessment criteria

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

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 when 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 110: Understand how to Serve on a Specialist Food Counter

Unit reference number: H/602/4577

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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/evidence requirements

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

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 111: Bake off Food Products for Sale

Unit reference number: A/601/4573

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 112: Understand how to Bake off Food Products for Sale

Unit reference number: J/601/4575

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 113: Assemble and Process Food Service Products

Unit reference number: D/601/4615

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 114: Understand how to Assemble and Process Products for Food Service

Unit reference number: M/601/4618

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assembling and processing products for food service.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 115: Prepare to Operate a Counter/Take Away Service in Food Operations

Unit reference number: D/601/4582

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 116: Understand how to Prepare to Operate a Counter/Take Away Service in Food Operations

Unit reference number: J/601/4589

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing to operate a counter/take away service in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 117: Operate a Counter/Take Away Service in Food Operations

Unit reference number: F/601/4591

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 118: Understand how to Operate a Counter/Take Away Service in Food Operations

Unit reference number: D/601/4596

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a counter/take away service in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 119: Prepare to Operate a Table/Tray Service in Food Operations

Unit reference number: M/601/4599

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 120: Understand how to Prepare to Operate a Table/Tray Service in Food Operations

Unit reference number: H/601/4602

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing to operate a table/tray away service in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 121: Operate a Table/Tray Service in Food Operations

Unit reference number: M/601/4604

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 122: Understand how to Operate a Table/Tray Service in Food Operations

Unit reference number: T/601/4605

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a table/tray away service in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 123: Produce Product Packs in Food Operations

Unit reference number: A/601/8297

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine 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 producing product packs in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish production of individual product packs	3.1 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 124: Understand how to Produce Product Packs in Food Operations

Unit reference number: F/601/8298

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to meet production demand for product packs	1.1 state the expected rate of use of product and materials 1.2 outline what action to take if the supply of product and materials is interrupted 1.3 state why it is important to control consumables to match the packing run 1.4 outline how to measure the quantity of product to go into the packs 1.5 state why it is important to supply the specified materials in the specified quantity and on time 1.6 state why it is important to meet output targets			
2 Know how to control production of product packs	2.1 state why it is important to monitor operations 2.2 state why it is important to work within the limits of own authority and ability 2.3 state why it is important to control consumables to match the packing run			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete production of product packs	3.1 state why it is important to have a shut-down sequence 3.2 outline the impact if waste and scrap disposal procedures are not followed 3.3 outline what preparations are required for the next phase in the cycle 3.4 describe how to prepare the work area for future use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 125: Produce Individual Packs by Hand in Food Operations

Unit reference number: R/601/4580

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to produce packs by hand in food operations	1.1 check packing specifications match the available product and packing materials 1.2 check that the packing material is available 1.3 check that sufficient product is available 1.4 follow organisational procedures to deal with any problems			
2 Carry out production of packs by hand in food operations	2.1 use lifting and handling procedures when carrying out production of individual packs 2.2 monitor the quality of packs being produced and follow organisational policy to report defects 2.3 meet time and quality targets for the production of individual packs 2.4 take positive actions to minimise waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish production of packs by hand in food operations	3.1 dispose of surplus materials following the organisation's procedures 3.2 dispose of waste and scrap materials following the organisation's procedures 3.3 clear and clean the work area ready for future use when production is complete			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 126: Understand how to Produce Individual Packs by Hand in Food Operations

Unit reference number: A/502/7443

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing individual packs by hand in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce individual packs by hand	1.1 list the sources of information about products, materials and packaging 1.2 describe how to identify different types of product and packaging 1.3 state the functions of the packing materials being used 1.4 describe how to establish that the product and packaging are fit for use 1.5 state organisational procedures for dealing with product and packaging that is not fit for use 1.6 outline the physical characteristics of products that affect packaging and packing 1.7 state the main types of packing and sealing materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out production of packs by hand	2.1 describe required manual handling techniques to be used when producing packs by hand 2.2 describe what action should be taken if faults are discovered in packing materials, products, equipment condition and equipment settings 2.3 state the importance of having checking procedures 2.4 state the expected rate of use of products and materials 2.5 state the importance of controlling consumables to match the packing run 2.6 outline how to measure the quantity of product to go into each pack and how this is monitored 2.7 state the required standards for each pack			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to finish production of packs by hand in food operations	3.1 state the importance of supplying the materials 3.2 state the importance of meeting output targets when finishing production of packs 3.3 state the importance of controlling consumables to match the packing run 3.4 state the importance of having a clear shut down sequence when finishing production of packs 3.5 describe how to dispose of waste and scrap material 3.6 outline the preparations required for the next phase in the production cycle 3.7 state the importance of communicating effectively about all aspects of production of packs by hand			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 127: Label Food Products by Hand in Food Operations

Unit reference number: J/502/7820

Level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who label food products by hand in a food business.

The unit is designed for use 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 for those who label food products by hand in a food business.

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 competent performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to weigh and label food products	1.1 select and use the personal protective clothing and equipment 1.2 source and use the organisational procedures and specifications for labelling 1.3 check the availability and cleanliness of the labelling work area, tools and equipment 1.4 assemble labels, supporting materials and food product for packaging 1.5 refer or address preparation problems in line with organisational procedures			
2 Check weigh food products	2.1 check the accuracy of weighing equipment 2.2 weigh food products according to organisational procedures 2.3 clean weighing equipment and work area 2.4 refer or address check weighing problems in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Label food products	3.1 prepare food product label according to organisational requirements 3.2 apply labels to food product 3.3 present product to customer or store to meet organisational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 128: Understand how to Label Food Products by Hand in Food Operations

Unit reference number: L/502/7821

Level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who need to understand how to label food products by hand in food operations.

The unit is designed for use 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 labelling food products by hand in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to label food products by hand	1.1 outline why it is important to follow organisational procedures for labelling food products by hand 1.2 state why it is important to check the cleanliness of the work area, tools and equipment 1.3 state the materials and equipment needed to carry out labelling of food products by hand			
2 Understand how to label food products by hand	2.1 describe how to avoid contamination during hand labelling 2.2 outline why it is important to check weigh products for labelling 2.3 state why food products should be labelled 2.4 outline how to handle food products to maintain quality during labelling 2.5 outline how to dispose of waste products from labelling operations 2.6 describe how ineffective labelling can lead to wastage, potential customer complaints and lost revenue 2.7 outline how to refer or address labelling problems in line with organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 129: Prepare Food Product Orders for Customers in Food Operations

Unit reference number: R/502/7822

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

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

The unit is designed for use 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 for those who prepare food product orders for customers in a food business. 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 competent performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify customers' needs and prepare food product	1.1 select and use personal protective clothing and equipment 1.2 source and use the organisational procedures and specifications for preparing orders 1.3 identify customers' needs and record them if appropriate 1.4 check the customers' requests, and confirm whether all requests can be met 1.5 select food products of the quality and size required to meet the customers' needs 1.6 minimise waste when preparing food products 1.7 refer or address preparation problems in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Weigh and wrap or tray up food products	2.1 check weigh or weigh food products according to organisational procedures 2.2 check that the product meets customers' requirements and make adjustments if necessary 2.3 select wrapping material 2.4 wrap products to ensure food product condition and integrity is maintained 2.5 tray or bag products according to customers' needs 2.6 refer or address problems in line with organisational procedures			
3 Check and present orders	3.1 check that the order is complete and store it in the appropriate place ready for delivery or collection 3.2 present product to customers or store to meet organisational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 130: Understand how to Prepare Food Product Orders for Customers in Food Operations

Unit reference number: Y/502/7823

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who need to understand how to prepare food product orders for customers in food processing or sales businesses.

The unit is designed for use 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 food product orders for customers in food operations.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare food product orders	1.1 outline why it is important to follow organisational procedures for preparing food product orders 1.2 describe how to identify customers' needs and fulfil them 1.3 state the procedures to follow when a customer's requirements are not understood 1.4 state why it is important to check the cleanliness of the work area, tools and equipment 1.5 outline the materials and equipment needed to prepare food product orders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to assemble and present food product orders	2.1 describe how to avoid contamination during assembly of orders 2.2 outline why it is important to check weigh food products 2.3 outline how to handle food products to maintain quality during assembly of orders 2.4 outline how to dispose of waste products from assembly operations 2.5 describe how ineffective assembly and presentation of orders can lead to wastage, potential customer complaints and lost revenue 2.6 outline how to refer or address order assembling and presentation problems in line with organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 131: Prepare Orders for Despatch in Food Operations

Unit reference number: M/602/1715

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to assemble orders	1.1 obtain packing and despatch documentation for individual customers 1.2 prepare work area to ensure conditions suitable for order preparation 1.3 obtain packaging materials and resources for the preparation of orders 1.4 identify locations of selected items 1.5 take action in response to operating problems 1.6 maintain communication throughout the process			
2 Assemble orders	2.1 select and assemble the specified goods to match despatch documentation 2.2 identify and report any discrepancies or difficulties with preparing consignments 2.3 take action in response to operating problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare orders	3.1 secure assembled order ready for despatch 3.2 check that the prepared consignment matches the despatch instructions 3.3 handle packaged products in a manner which maintains their quality and condition 3.4 complete and label orders according to specification 3.5 maintain condition of work area throughout process			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 132: Understand how to Prepare Orders for Despatch in Food Operations

Unit reference number: M/602/1696

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing orders for despatch.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know 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 133: Monitor Food Hygiene Standards using Rapid Test Methods in Operations

Unit reference number: F/601/8303

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who monitor food hygiene standards using rapid test methods in a food or animal feed business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when monitoring food hygiene standards using rapid test methods in operations or animal feed production. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare documentation, equipment and samples for testing	1.1 confirm availability of correct documentation equipment and resources, and ensure that they are ready for use 1.2 identify and report unserviceable equipment 1.3 calibrate testing equipment 1.4 confirm area to be sampled and check for safety 1.5 check the integrity of the samples			
2 Conduct tests and record results	2.1 handle samples safely using aseptic techniques 2.2 follow standard operating procedures to carry out tests and record relevant information and data 2.3 interpret results using positive and negative controls 2.4 identify potential false positive results 2.5 record, investigate and report deviations in results to the relevant person 2.6 follow standard operating procedures to record test data			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 134: Understand how to Monitor Food Hygiene Standards using Rapid Test Methods in Operations

Unit reference number: J/601/8304

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to monitor food hygiene standards using rapid test methods, in a food or animal feed business.

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 135: Control Weighing in Food Manufacture

Unit reference number: T/602/1702

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 136: Control Temperature Reduction in Food Manufacture

Unit reference number: Y/601/4631

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 137: Control Wrapping in Food Manufacture

Unit reference number: D/601/4632

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 138: Control Slicing in Food Manufacture

Unit reference number: R/601/4613

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 139: Understand how to Control Processes in Food Manufacture

Unit reference number: Y/601/4614

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare control processes	2.1 state types and quantity of materials to use 2.2 state what equipment and tools to use and their correct condition 2.3 outline how to obtain and interpret the relevant process or ingredient specification 2.4 describe what action to take when the process specification is not met 2.5 describe how to carry out the necessary pre-start checks and why it is important to do so 2.6 describe how to follow the start-up procedures for the process and why it is important to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to carry out process control procedures	3.1 explain the importance of following the relevant process control procedures and the importance of this 3.2 outline different ways to carry out the process 3.3 describe how to operate, regulate and shut down the relevant equipment 3.4 describe how to carry out the process in an efficient manner and why it is important to do so 3.5 list the common sources of contamination during processing and how to avoid these and describe what might happen if this is not done 3.6 outline the consequences of contamination in processing			
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: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 140: Control Defrosting in Food Manufacture

Unit reference number: J/602/1705

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 141: Understand how to Control Defrosting in Food Manufacture

Unit reference number: D/601/4663

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain high standards of quality during the defrosting process	2.1 explain how to monitor the defrosting process and why it is important 2.2 describe how defrosted product should be handled to maintain condition and quality 2.3 state the action to take when the process specification is not met 2.4 describe how to assess the quality of frozen and defrosted products 2.5 state the causes of poor-quality frozen products 2.6 outline the common quality problems and their likely causes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete the defrosting process	3.1 explain the action to take when the process specification is not met 3.2 describe how to dispose of waste according to specified procedures and why it is important to do so 3.3 state how to carry out types of recording, reporting and communication needed 3.4 describe the importance of reporting, recording and communications to specified procedures			

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(if sampled)

Unit 142: Slice and Bag Individual Food Products

Unit reference number:	T/601/4653
Level:	2
Credit value:	2
Guided learning hours:	15

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Slice individual products	1.1 check the available products against instructions and specifications and take action on discovering any discrepancy 1.2 select slicing equipment 1.3 check the operating condition of slicing equipment 1.4 load the slicing equipment according to specified procedures, ensuring safety devices are activated 1.5 slice products to specification 1.6 position the products for further processing			
2 Bag individual products	2.1 check the available sliced products against instructions and specifications, taking action on discovering any discrepancy 2.2 select the specified bags and closures for use 2.3 check bagging and closure equipment for cleanliness and operation 2.4 bag sliced products to specification 2.5 close bagged products to specification 2.6 place bagged products in the required condition and location, for further processing			

Learner name: _____

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Unit 143: Understand how to Slice and Bag Individual Food Products

Unit reference number: R/601/4658

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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(if sampled)

Unit 144: Control Washing and Drying Machinery in Food Operations

Unit reference number: M/601/4666

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when controlling washing and drying machinery in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 145: Understand how to Control Washing and Drying Machinery in Food Operations

Unit reference number: T/601/4670

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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(if sampled)

Unit 146: Contribute to Problem Diagnosis in Food Manufacture

Unit reference number:	Y/601/2944
Level:	2
Credit value:	2
Guided learning hours:	10

Unit summary

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

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Learner signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 147: Understand how to Contribute to Problem Diagnosis in Food Manufacture

Unit reference number: D/601/2945

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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: _____

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Learner signature: _____

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(if sampled)

Unit 148: Contribute to Problem Resolution in Food Manufacture

Unit reference number:	H/601/2946
Level:	2
Credit value:	3
Guided learning hours:	13

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 149: Understand how to Contribute to Problem Resolution in Food Manufacture

Unit reference number: K/601/2947

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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 150: Carry out Product Changeovers in Food Manufacture

Unit reference number: H/601/8309

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to 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 151: Understand how to Carry out Product Changeovers in Food Manufacture

Unit reference number: Y/601/8310

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 152: Palletise and Wrap Products in Food Operations

Unit reference number: D/502/7449

Level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when palletising and wrapping products in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish palletising and wrapping	3.1 achieve the required output to specification when palletising and wrapping products 3.2 check the amount of palletising and wrapping materials consumed during the run 3.3 return surplus materials when the run is finished 3.4 shut down equipment used when the run is complete 3.5 follow the organisation's procedures to deal with waste or scrap materials 3.6 check that equipment used is made ready for the next production run 3.7 complete all records relating to palletising and wrapping products 3.8 make packs and pallets ready for movement to the next location when the run is complete			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 153: Understand how to Palletise and Wrap Products in Food Operations

Unit reference number: R/502/7450

Level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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 154: Pack Orders for Despatch in Food Operations

Unit reference number: R/601/4627

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when packing orders for despatch in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 155: Understand how to Pack Orders for Despatch in Food Operations

Unit reference number: Y/601/4628

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 156: Store Goods and Materials in Food Operations

Unit reference number: F/601/4623

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Select and handle goods and materials safely and hygienically	1.1 identify the stock to be put in the storage location 1.2 maintain the storage location hygienically and safely 1.3 meet customers' requirements for storage facilities 1.4 follow safe and hygienic working practices 1.5 use handling techniques to maintain stock condition			
2 Store goods and materials in allocated locations	2.1 check product to ensure it meets customer or company specification 2.2 store stock in correct location and allocated space to ensure the best use of available space 2.3 ensure that stock can be accessed according to stock rotation procedures 2.4 report difficulties in placing goods and materials to the relevant person 2.5 carry out storage procedures within the specified time			
3 Check and complete documentation	3.1 complete stock records and pass them on promptly 3.2 ensure documentation is complete			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 157: Understand how to Store and Organise Goods and Materials in Food Operations

Unit reference number: F/601/4624

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 158: Lift and Handle Materials Safely in Food Operations

Unit reference number: T/601/8301

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 159: Understand how to Lift and Handle Materials Safely in Food Operations

Unit reference number: A/601/8302

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the limits of 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 the requirements of handling and moving in terms of assistance and use of equipment 3.4 outline methods of recording information and communications 3.5 state effective methods of recording information and communication 3.6 state why it is important to communicate information			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 160: Supply Materials for Production in Food Operations

Unit reference number: J/601/4625

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when supplying materials for production in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Match production needs with availability of supplies	1.1 identify the service and supply needs of the production area and work stations 1.2 select and check the supplies to meet the demands of production 1.3 report discrepancies in the supplies to the relevant person			
2 Maintain supply of materials to production area and work stations	2.1 store specified levels of supplies to meet production demands 2.2 maintain the specified levels of supplies to meet production demands 2.3 transfer the required quantities of supplies to the production areas and work stations 2.4 follow safe and hygienic working practices			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 161: Understand how to Supply Materials for Production in Food Operations

Unit reference number: L/601/4626

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to determine sufficiency of supplies of food and drink materials to meet production requirements</p>	<p>1.1 state how to identify the service and supply needs of the production area and work stations</p> <p>1.2 state the importance of identifying service and supply requirements</p> <p>1.3 describe the specific levels of supplies to be maintained at the production area and work stations</p>			
<p>2 Knows how to maintain supplies to ensure smooth running in production</p>	<p>2.1 state the operational requirements for supplies and how short supplies of materials affect production runs</p> <p>2.2 describe the types and quantities of materials used in the production process</p> <p>2.3 state the importance of allocating specific areas for supplies to the production area and work stations</p> <p>2.4 describe why allocated supply areas should be utilised</p> <p>2.5 describe how to store supplies</p> <p>2.6 state the importance of reporting discrepancies in supplies</p>			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 162: Control Hygiene Cleaning in Food Operations

Unit reference number: J/601/8299

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when controlling hygiene cleaning in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Date: _____

Unit 163: Carry out Disinfection in Food Operations

Unit reference number: K/601/5184

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out disinfection in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 164: Understand how to Carry out Disinfection in Food Operations

Unit reference number: T/601/5186

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements for 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 165: Understand how to Control Hygiene Cleaning in Food Operations

Unit reference number: M/601/8300

Level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

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

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

Assessment requirements/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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the requirements of hygiene cleaning in food operations</p>	<p>1.1 describe the types of unexpected situations that may occur when cleaning and how to deal with them</p> <p>1.2 state when a permit to work is required and what might happen if it is not obtained before cleaning starts</p> <p>1.3 outline the importance of following company standards for the sequence of cleaning</p> <p>1.4 state the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done</p> <p>1.5 outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done</p>			
<p>2 Understand how to prepare for hygiene cleaning in food operations safely</p>	<p>2.1 outline the importance of organising and coordinating the cleaning process</p> <p>2.2 state how to use cleaning instructions and the risks involved in not following them</p> <p>2.3 outline the precautions to take to ensure that the product is not contaminated by cleaning materials and what to do if it is</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to carry out hygiene cleaning in food operations safely	3.1 state how to check personal protective clothing (PPE) is fit for purpose and how to use it 3.2 outline what will happen if PPE is not used and what to do with equipment that is unfit for use 3.3 state how to use guards and warning notices and the possible consequences of not doing so 3.4 describe how to ensure the complete removal of cleaning materials and what may happen if this is not done 3.5 state the actions to take if the cleaning cannot be completed within specified times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to complete hygiene cleaning in food operations safely	4.1 state reasons for sampling and what may happen if it is not carried out according to specified procedures 4.2 outline the specified waste disposal procedures and what may happen if they are not followed 4.3 outline the special precautions that need to be taken regarding potentially hazardous waste and what to do if something goes wrong 4.4 describe the importance of identifying, reporting and handling any signs of: <ul style="list-style-type: none"> - contamination - damage - environmental concerns 4.5 state the importance of keeping records and what might happen if this is not done 4.6 state the importance of communicating and what may happen if this is not done			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 166: Sharpen Cutting Tools for Use in Food Operations

Unit reference number: T/602/0632

Level: 2

Credit value: 2

Guided learning hours: 7

Unit summary

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, when 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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Sharpen cutting tools	1.1 identify when a cutting edge needs to be 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			
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: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 167: Understand how to Sharpen Cutting Tools for Use in Food Operations

Unit reference number: F/602/0634

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know about the 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: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 168: Contribute to the Maintenance of Plant and Equipment in Food Operations

Unit reference number: T/601/2921

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for the maintenance of plant and equipment	1.1 access and interpret information and instructions 1.2 evaluate the impact of instructions on operations 1.3 ensure resources required are available and fit for use 1.4 prepare the work area in a manner which promotes effective and safe work practices 1.5 prioritise own work activities to achieve optimum productivity within the limits of own contribution 1.6 ensure that maintenance activities are correctly authorised 1.7 establish effective spoken and written communication with managers and colleagues 1.8 complete and process the necessary documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out maintenance of plant and equipment	2.1 monitor and adhere to food safety, health and safety environmental procedures 2.2 ensure that maintenance activities are undertaken using correct tools, materials, equipment and techniques 2.3 identify defects and discrepancies in components and take the necessary corrective action 2.4 minimise the wastage of consumable items and other materials and dispose of non-reusable materials correctly 2.5 evaluate maintenance activities for effectiveness 2.6 make recommendations to relevant people about identified improvements 2.7 ensure that work which cannot be completed within the agreed schedule is recorded and reported to the relevant people 2.8 maintain effective spoken and written communication with your managers and colleagues 2.9 complete and process documentation 2.10 leave plant and equipment safe, tidy and fit for future use			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 169: Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations

Unit reference number: A/601/2922

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to contribute to the maintenance of plant and equipment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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 operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about preparing for maintenance	1.1 outline the importance of working to the health and safety and food safety standards 1.2 describe the activities that can be carried out within own limits of authority 1.3 list the equipment required for maintenance 1.4 describe the importance of meeting maintenance documentation requirements 1.5 outline how to make the plant or equipment safe before maintenance 1.6 describe how to access types of information to aid maintenance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out maintenance	2.1 outline how and when to carry out maintenance activities 2.2 describe how the tools and equipment selected are used to complete the tasks 2.3 describe how to communicate events and issues to relevant people 2.4 state the procedure for carrying out the maintenance event hygienically 2.5 describe how available information is used to aid the maintenance 2.6 state how to record an event in the maintenance log			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to deal with maintenance issues and problems	3.1 explain the importance of maintenance and implications of not carrying it out 3.2 explain why materials, tools and equipment must be fit for purpose, and how to deal with any defects 3.3 describe what to do if there are unexpected problems during maintenance 3.4 describe the effects different types of maintenance have on the operations 3.5 explain how planned maintenance can reduce downtime			
4 Know how to complete maintenance procedures	4.1 explain the importance of minimising waste 4.2 outline how to dispose of waste safely and effectively 4.3 explain the importance of leaving plant and equipment safe, clean and tidy for future use 4.4 explain how to check the effectiveness of maintenance activities			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 170: Carry out Sampling for Quality Control in Food Operations

Unit reference number: D/601/8311

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who carry out sampling for quality control in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out sampling for quality control in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Sample food products to meet sampling requirements	1.1 prepare sampling resources 1.2 carry out hygienic sampling 1.3 label the samples for traceability 1.4 store sample prior to testing 1.5 clean sampling tools and equipment			
2 Maintain integrity of sample	2.1 record information about the sample for traceability purposes 2.2 follow instructions to maintain the condition of the sample 2.3 protect the sample from sources of contamination			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 171: Understand how to Carry out Sampling for Quality Control in Food Operations

Unit reference number: H/601/8312

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who understand how to carry out sampling for quality control, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the 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 172: Organise and Improve Work Activities for Achieving Excellence in Food Operations

Unit reference number: Y/601/2927

Level: 2

Credit value: 3

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who organise and improve work activities in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when organising and improving work activities for achieving excellence. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Organise your own work activities	1.1 check understanding of own work objectives 1.2 plan the actions needed in order to meet own work objectives 1.3 prioritise own work activities 1.4 check that the resources required are available and suitable for use taking action if there is a problem 1.5 organise own workplace to ensure efficient work activity			
2 Work effectively	2.1 work efficiently and safely according to standard operating procedures and visual controls 2.2 use shared resources efficiently and ensure that they are left in a fit state for others to use 2.3 identify where information, resources or equipment is missing or is in surplus, and where improvements to work activities can be made 2.4 work effectively to support the implementation of improvements 2.5 effectively maintain workplace organisation 2.6 maintain accurate, complete and up-to-date records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate with others	3.1 keep your colleagues up to date and accurately informed on progress of work 3.2 make suggestions on ways to improve own work activities 3.3 support the maintenance of accurate visual controls 3.4 inform the appropriate person as soon as possible about any difficulties which may prevent or delay you from completing own work objectives			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 173: Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations

Unit reference number:	D/601/2928
Level:	2
Credit value:	3
Guided learning hours:	14

Unit summary

This unit supports workforce development for those who need to understand how to apply workplace organisation techniques for achieving excellence, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when applying workplace organisation techniques for achieving excellence in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about organising own work activities in food operations	1.1 state own work objectives and how they fit with team objectives 1.2 describe why it is important to have a clear plan of what to do before starting work 1.3 outline how to read and interpret work instructions and standard operating procedures 1.4 describe how to plan, organise and prioritise own work activities			
2 Know how to use organisational techniques in food operations	2.1 describe how to organise the workplace according to recognised techniques 2.2 state where useful information is stored in the workplace 2.3 outline why it is important to work efficiently and safely according to standard operating procedures 2.4 describe how to use visual controls			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to check the progress and identify opportunities for improvement in food operations	3.1 state how to check the progress of the application of organisation techniques 3.2 outline how opportunities for improvement can be identified 3.3 describe how improvements can impact on workplace performance 3.4 describe how to communicate effectively with others 3.5 outline why it is important to keep accurate, complete and up to date records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 174: Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations

Unit reference number: K/601/2933

Level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who contribute to the application of improvement techniques in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when contributing to applying improvement techniques for achieving excellence. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify opportunities for the application of improvement techniques	1.1 identify opportunities and make positive suggestions about improvement techniques 1.2 gather initial information to inform potential application improvements 1.3 assess information and check that own suggestions can be justified and are realistic 1.4 secure approval for own contribution to application			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Apply improvement techniques	2.1 use improvement techniques within own work area 2.2 obtain all the information, documentation and resources required to use improvement techniques 2.3 identify any targets or key performance indicators which relate to the use of the improvement techniques 2.4 ensure that the use of improvement techniques is complementary to the requirements of the food safety management system 2.5 identify any deficiencies in documentation or resources required 2.6 make valid recommendations for changes to policy or procedures to support the application of improvement techniques 2.7 refer any issues outside the limit of own authority to a responsible person			
3 Obtain and provide feedback on application of improvement techniques	3.1 seek feedback on the value of own contribution to the application 3.2 check progress towards the achievement of targets or performance indicators 3.3 provide feedback on own contribution to application to the relevant person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 175: Understand how to Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations

Unit reference number:	M/601/2934
Level:	2
Credit value:	3
Guided learning hours:	18

Unit summary

This unit supports workforce development for those who need to understand how to contribute to the application of improvement techniques for achieving excellence, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the application of improvement techniques for achieving excellence in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the objectives and benefits of improvement techniques in food operations	1.1 outline the health, safety and food hygiene requirements of the area in which improvement techniques are being applied 1.2 state the purpose and objectives of the improvement techniques being applied 1.3 describe how improvement techniques can produce performance benefits and support or sustain food safety standards 1.4 state the company policy or protocol for applying improvement techniques			
2 Know how to use information and communication for improvement techniques in food operations	2.1 outline what documentation is required to inform improvement techniques 2.2 outline the scope of information and data required to apply improvement techniques 2.3 describe the relationship between improvement techniques and standard operating procedures, quality and continuous improvement 2.4 state how improvement techniques and their application are communicated in own workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to make recommendations and feedback improvement issues in food operations	3.1 state what the best method is for making recommendations 3.2 outline how to present recommendations to colleagues 3.3 state how best to give and receive feedback regarding own contribution to application of improvement techniques 3.4 describe the limits of own authority, and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 176: Contribute to Environmental Safety in Food Operations

Unit reference number: A/601/2919

Level: 2

Credit value: 2

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who contribute to environmental safety in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when contributing to environmental safety in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to workplace environmental safety	1.1 maintain environmentally safe working practices 1.2 take precautions to minimise environmental damage 1.3 identify any incidental damage and take action to minimise it 1.4 report environmental incidents and actions taken in response to them to the relevant person 1.5 follow procedures to dispose of waste materials			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 177: Understand how to Contribute to Environmental Safety in Food Operations

Unit reference number: M/601/2920

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who need to understand how to contribute to environmental safety, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to environmental safety in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to comply with requirements	1.1 describe the reporting procedures for environmental incidents 1.2 outline the organisational and legislative requirements relating to environmental damage			
2 Know how to recognise environmental damage	2.1 describe the different types of environmental damage 2.2 outline the types of damage that may occur 2.3 explain the impact that damage can have on the environment, and what corrective actions can be taken			
3 Know how to work in a way that reduces environmental damage	3.1 explain how to choose the most suitable materials and equipment, given the nature of the work activity, and its potential impact on the environment 3.2 describe the different methods that can be used to minimise environmental damage 3.3 describe how to dispose of waste in ways that minimise the risk to the environment			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 178: Contribute to Sustainable Practice in Food Operations

Unit reference number: L/601/2925

Level: 2

Credit value: 2

Guided learning hours: 3

Unit summary

This unit supports workforce development for those who contribute to sustainable practice in a food environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when contribute to sustainable practice in a food environment. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 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 179: Understand how to Contribute to Sustainable Practice in Food Operations

Unit reference number: R/601/2926

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who contribute to sustainable practice in a food environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to sustainable practice.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know what the requirements are for sustainable practice in a food environment	1.1 state what is meant by sustainable food manufacture 1.2 describe how efficient energy usage supports sustainable food manufacture 1.3 list the social benefits of sustainable food manufacturing 1.4 state why it is important to work to the organisation's production specifications 1.5 describe the impact on resource usage and sustainability of not working to the organisation's production specifications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to sustainable practice within the organisation	2.1 state how the efficient use of resources supports the economic sustainability of the organisation 2.2 describe each of the following as a resource, and the opportunities available for reducing their usage: <ul style="list-style-type: none"> - water - energy - transport 2.3 describe how the following support sustainable food manufacture: <ul style="list-style-type: none"> - efficient use of water - minimising waste - efficient use of transport 2.4 describe own responsibilities relevant to sustainable food manufacture 2.5 state how to assess own performance for opportunities to improve efficiency 2.6 describe why it is important to report incidences of inefficient resource usage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 180: Work Effectively with Others in Food Operations

Unit reference number: H/601/2896

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who work effectively with others in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when working effectively with others in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work effectively in a team	1.1 work with others to meet the objectives of the team, own objectives and the organisation's objectives 1.2 make suggestions to improve work activities 1.3 use initiative to assist team members 1.4 respond to suggestions made by colleagues for the organisation 1.5 deal with differences of opinion in ways that do not cause offence 1.6 respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs			
2 Give and receive information to and from team colleagues	2.1 check the team have instructions for their work 2.2 demonstrate the team understand what is required of them to carry out work 2.3 actively seek information when necessary 2.4 advise others in the team using information that is up-to-date, relevant and accurate 2.5 provide information which will help team colleagues to achieve tasks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Work with team colleagues to improve the way work is done	3.1 inform the relevant person when tasks cannot be completed 3.2 suggest ways to improve the way work is organised 3.3 make suggestions about how work can be better organised			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 181: Understand how to Work Effectively with Others in Food Operations

Unit reference number: K/601/2897

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to work effectively with others, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when working effectively with others in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to work effectively in a team	1.1 state the objectives of the team, own objectives and the organisation's objectives 1.2 describe the importance and key features of the organisation's procedures relating to: <ul style="list-style-type: none"> - health and safety - food safety - environmental health 1.3 describe the organisation's grievance and disciplinary procedures 1.4 state the importance of developing and keeping good working relationships with colleagues in the team 1.5 describe how to deal with differences of opinion without causing offence 1.6 state the importance of showing respect for colleagues 1.7 demonstrate how to show respect to colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to give and receive information to and from team colleagues	2.1 describe own work responsibilities and when to ask for help 2.2 state who should be asked for help 2.3 state the importance of asking for help when it is needed 2.4 state the importance of sharing opinions and information when working in a team 2.5 state the importance of offering useful advice to team colleagues			
3 Know how to work with team colleagues to improve the way work is done	3.1 list different types of information that is important to teamwork 3.2 state the importance of communicating information to the relevant person 3.3 state the importance of referring unresolved difficulties to the appropriate person when team working			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 182: Maintain Product Quality in Food Operations

Unit reference number: T/601/2899

Level: 2

Credit value: 2

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who maintain product quality in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when maintaining product quality in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Conduct quality checks	1.1 carry out quality checks within limit of own authority 1.2 compare the results of quality checks to required standards 1.3 record the results of quality checks			
2 Communicate results of quality checks	2.1 record quality checks on correct documentation 2.2 communicate results of quality checks 2.3 check that all required records are accurate and complete			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 183: Understand how to Maintain Product Quality in Food Operations

Unit reference number: H/601/2901

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to maintain product quality, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 184: Maintain Workplace Food Safety Standards in Operations

Unit reference number: K/601/2902

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who maintain workplace food safety standards in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when maintaining workplace food safety standards in operations or animal feed production. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Keep the workspace clean	1.1 keep work area clean and tidy 1.2 maintain tools, utensils and equipment in a hygienic condition 1.3 store tools, utensils and equipment correctly 1.4 keep ingredients and products in their assigned places			
2 Maintain food safety	2.1 prevent product contamination and cross-contamination 2.2 follow procedures for dealing with product contamination and cross-contamination 2.3 follow procedures for substances that may cause allergic reactions 2.4 dispose of food waste and scrap according to procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 185: Understand how to Maintain Workplace Food Safety Standards in Operations

Unit reference number: M/601/2903

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to maintain workplace food safety standards, in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining workplace food safety standards in operations or animal feed production.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the importance of safe food handling practices	1.1 outline the importance of food handling practices in maintaining food safety 1.2 describe how personal hygiene and behaviour affect food safety 1.3 explain the importance of treating and covering cuts, boils, skin infections and grazes 1.4 describe how to treat and cover cuts, boils, skin infections and grazes 1.5 explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety 1.6 describe the importance of keeping food at specified temperatures 1.7 outline the causes of food spoilage and how to recognise it 1.8 describe what action to take in order to reduce food spoilage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with pests and infestations	2.1 describe the main type of pests and infestations and how they occur 2.2 describe how to prevent infestation 2.3 describe how to recognise infestations 2.4 outline the procedures to follow on discovering infestation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 186: Maintain Workplace Health and Safety in Food Operations

Unit reference number: M/601/2917

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who operate safely in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/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

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work within organisational safety limits	1.1 follow operational requirements according to standard operating procedures (SOP) 1.2 maintain responsible behaviour at work in line with company policies 1.3 work without causing risks or danger to self and others 1.4 carry out instructions according to safety notices, hazard and warning signs 1.5 report hazards, defects and faults to the relevant people 1.6 keep the workplace and work surfaces clean and clear of hazards 1.7 follow organisational procedures for reporting sickness, disease and health risks			
2 Follow organisational emergency procedures	2.1 locate emergency escape routes and procedures 2.2 keep emergency escape routes clear of obstructions 2.3 use safety systems and alarms correctly 2.4 follow the specified procedures in an emergency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use personal protective equipment	3.1 identify and locate suitable personal protective equipment necessary for work activities 3.2 use and wear personal protective equipment in accordance with organisational procedures 3.3 dispose of personal protective equipment after use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 187: Understand how to Maintain Workplace Health and Safety in Food Operations

Unit reference number: T/601/2918

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand workplace health and safety in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the main safety risks and hazards in the working environment	1.1 describe how to define and identify health and safety hazards and risks in the workplace 1.2 list the main health risks in the workplace and steps that can be taken to control them 1.3 describe the most common causes of accidents in the work place and steps that help to prevent them 1.4 state the importance of safety notices and hazard warning signs 1.5 list the hazards, defects and faults that may arise in the workplace 1.6 state how to avoid or minimise the effects in the workplace of health and safety: - hazards - defects - faults 1.7 describe the range and care of personal protective equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the health and safety precautions and procedures in the workplace	2.1 list the safety precautions required in the workplace 2.2 describe safe working practices and the importance of following them 2.3 describe how to contact and obtain help from colleagues with first aid qualifications 2.4 outline the procedures that should be followed in different emergencies and why they should be followed 2.5 describe the importance of considering health and safety precautions when planning tasks 2.6 describe what might happen if tasks are planned without attention to health and safety precautions 2.7 state how to report accidents and incidents 2.8 describe the importance of reporting accidents and incidents following company procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the health and safety features of equipment and materials	3.1 list the rules and hazards associated with particular equipment 3.2 state the reasons for using specified tools and equipment 3.3 describe why tools and equipment should be maintained and stored correctly 3.4 describe how to isolate faulty and defective equipment 3.5 outline the importance of adjusting workplace equipment to suit the individual 3.6 list the hazardous substances that are in the workplace 3.7 describe steps that should be taken to protect individuals from hazardous substances in the workplace 3.8 describe storage methods for materials and chemicals			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 188: Contribute to Continuous Improvement for Achieving Excellence in Food Operations

Unit reference number: H/601/2929

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who contribute to continuous improvement in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when contributing to continuous improvement for achieving excellence in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify improvements in the workplace	1.1 identify and make positive suggestions about areas for improvement 1.2 gather accurate information about potential improvements 1.3 check that suggestions for improvement can be justified and are realistic			
2 Share and communicate own ideas for improvement	2.1 share ideas for improvement with relevant people and react positively to feedback received 2.2 communicate finalised ideas in sufficient detail to enable further action to be agreed			
3. Agree, test and evaluate plan for improvements	3.1 work with others to agree an effective action plan for putting improvement ideas into action 3.2 make a positive contribution to putting the plan into action 3.3 test and accurately check improvements to find out how effective they are before recommending further action 3.4 evaluate the effectiveness of improvements that have been introduced			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 189: Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations

Unit reference number: Y/601/2930

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to contribute to continuous improvement for achieving excellence, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the 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
2 Know about the resources and measures to support a continuous improvement activity in food operations	2.1 state the required production/activity rate for the operations activity 2.2 outline the resources required by the operations activity 2.3 outline the potential sources of waste associated with the operations activity 2.4 state the measures available to control waste 2.5 state the improvement targets and objectives set for the work operation 2.6 state the role of standard operating procedures in contributing to continuous improvement			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 190: Clean in Place (CIP) Plant and Equipment in Food Operations

Unit reference number: K/601/8313

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who clean in place (CIP) plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when cleaning in place (CIP) plant and equipment in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to clean in place	1.1 prepare plant, equipment and materials as scheduled and isolate where required 1.2 obtain and check personal protective equipment is fit for use 1.3 obtain and prepare cleaning materials 1.4 make sure that all actions taken are within the limits of own authority 1.5 maintain communication throughout the cleaning process			
2 Carry out clean in place	2.1 carry out and monitor the cleaning process in line with specifications 2.2 carry out cleaning in a way that does not damage plant, materials, products and equipment 2.3 take the necessary precautions to make sure that product is not contaminated by cleaning materials 2.4 complete cleaning within the required time 2.5 use personal protective equipment during cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete clean in place	3.1 carry out sampling where required 3.2 make sure that plant, equipment and work areas are fit for future use after cleaning 3.3 identify and report any signs of contamination, damage or environmental concerns 3.4 dispose of waste according to specified procedures 3.5 return cleaning materials and equipment to safe and secure storage 3.6 inform those who need to know that cleaning in place has been completed 3.7 put protective clothing and equipment in the specified place after use 3.8 complete all records and reports			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 191: Understand how to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations

Unit reference number: M/601/8314

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to prepare to clean in place</p>	<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 this does not happen</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	2.1 state what the CIP system procedures are, where to find them, and what might happen if they are not followed 2.2 describe the specified set-up of valves, pipes, pumps and CIP points and what might happen if they are not set up according to specifications 2.3 describe how to re-assemble plant and equipment 2.4 explain the importance of leaving plant, equipment and work areas fit for use 2.5 describe the importance of communicating clearly and what may happen if this is not done 2.6 explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 192: Understand how to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations

Unit reference number: T/601/8315

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to avoid contamination	1.1 describe the precautions to take to make sure that products are not contaminated by cleaning materials 1.2 describe what evidence of contamination might be found and the actions to take if this evidence is found 1.3 explain the procedures for checking and ensuring cleaning has been effective 1.4 describe the actions to take in the event of ineffective cleaning 1.5 outline the need to identify and report any signs of contamination, damage or environmental concerns and what may happen if this is not done			
2 Know how to complete cleaning in place	2.1 explain why it is important to keep records and what might happen if this is not done 2.2 explain the importance of cleaning and storing equipment according to specified procedures after use 2.3 describe what might happen if the specified waste disposal procedures are not followed			

Learner name: _____

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Unit 193: Carry out Task Hand-over Procedures in Food Manufacture

Unit reference number: A/601/8316

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who carry out task hand-over procedures in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out task hand-over procedures in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Hand over responsibility to another person	1.1 take precautions to ensure that production is not interrupted during hand-over 1.2 maintain quality standards during task hand-over 1.3 provide information to those who need to know 1.4 exchange information in an appropriate place			
2 Take over responsibility from another person	2.1 take precautions to ensure that production is not interrupted during hand-over 2.2 maintain quality standards during hand-over 2.3 obtain required information from the other person and clarification where necessary 2.4 exchange information in an appropriate place			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 194: Understand how to Carry out Task Hand-over Procedures in Food Manufacture

Unit reference number: F/601/8317

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who understand how to carry out task hand-over procedures, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/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.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to carry out task hand-over procedures	1.1 describe the production schedules and the operation of the quality systems relevant to the work area 1.2 explain the specified machine settings to meet quality standards and what may happen if they are not met 1.3 state the origins and destinations of materials and products 1.4 describe the importance of accurately: <ul style="list-style-type: none"> - providing or obtaining information - interpreting information 1.5 outline the consequences of using inaccurate information			

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(if sampled)

Unit 195: Principles of Breed and Pre-slaughter Selection of Meat and Poultry Species

Unit reference number: M/502/7844

Level: 3

Credit value: 3

Guided learning hours: 27

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of breed and pre-slaughter selection of meat and poultry species, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat operatives, 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, of the principles of breed and pre-slaughter selection of meat and poultry species.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of cattle selection for food production	1.1 outline the most suitable breeds of cow for beef production and milk production 1.2 explain how beef cattle and milk producing cows differ 1.3 explain how milk from different breeds of cow differs in quality and economic value 1.4 summarise the relative market value of different breeds of cattle for beef production 1.5 describe how beef from different breeds of cow differs 1.6 outline the factors affecting the different market values of cattle for beef production			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the principles of goat, sheep, poultry and pig selection for food production	2.1 outline the most suitable breeds of goat for milk production 2.2 compare the advantages and disadvantages of goat milk production to cow milk production 2.3 outline the most common species of sheep for meat production 2.4 explain how different breeds of sheep differ in carcass composition 2.5 summarise the features of different poultry breeds commonly found in food production 2.6 outline the typical pig breeds used in pork production 2.7 compare the advantages and disadvantages of rare breed pigs to the typical breeds of pig used in pork production			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles of selection, procurement and assessment of meat from meat and poultry species	3.1 summarise the factors affecting the pre-slaughter selection of meat, poultry and wild game species 3.2 clarify how conformation, sex and age are used to gauge meat quality on a live animal 3.3 explain the different systems employed by abattoirs to source meat for slaughter 3.4 describe how a livestock market operates 3.5 explain how meat and poultry species can be assessed and purchased prior to slaughter			

Learner name: _____

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(if sampled)

Unit 196: Principles of Slaughtering for Halal Meat

Unit reference number: H/502/7842

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of slaughtering for Halal meat, in an abattoir.

The unit is designed for use primarily by abattoir operatives, 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, of the principles of slaughtering for Halal meat.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand animal welfare and slaughterhouse regulations	1.1 outline the importance of maintaining animal welfare at all stages of the slaughtering process 1.2 describe how a slaughterhouse complies with slaughter or killing regulations 1.3 describe how to complete the required documentation			
2 Understand the rules of Zibah	2.1 outline the rules of Zibah to include: <ul style="list-style-type: none"> - the arrangements for having a Muslim slaughterman present to perform renditions of Shahadah or Tasmayah - restraining animals and birds pre-slaughter - knife size and depth of cut - restraining animals post slaughter - checking knife cleanliness between animals 2.2 describe how to perform slaughter operations according to Islamic traditions			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 197: Principles of Slaughtering for Kosher Meat

Unit reference number: D/502/7841

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of slaughtering for Kosher meat, in an abattoir.

The unit is designed for use primarily by abattoir operatives, 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, of the principles of slaughtering for Kosher meat.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand animal welfare and slaughterhouse regulations	1.1 outline the importance of maintaining animal welfare at all stages of the slaughtering process 1.2 describe how a slaughterhouse complies with slaughter or killing regulations 1.3 describe how to complete the required certification and documentation			
2 Understand the rules of Shechita	2.1 Outline the Halachic rules of Shechita to include: <ul style="list-style-type: none"> - restraining animals and birds pre-slaughter - slaughter of animals and birds - Chalaf hygiene and type of incision - bleeding and examining animals - restraining animals post slaughter - inspecting each animal to confirm slaughter was correctly carried out and can be confirmed as Kosher - porging and salting the meat and water temperatures 2.2 describe how to perform slaughter according to Jewish traditions			

Learner name: _____

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Unit 198: Principles of Butchery

Unit reference number: H/502/7839

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of butchery, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by butchers, meat operatives 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, of the principles of butchery.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand what affects the use of butchery methods and the purpose of cutting specifications</p>	<p>1.1 outline what effects geographical and customer requirements can have on the way meat and poultry are butchered in a business</p> <p>1.2 state the main difference between continental and traditional UK butchery methods</p> <p>1.3 state what the purpose of cutting specifications for meat or poultry is, and how to access them</p>			
<p>2 Understand quality factors and the purpose of the purchasing guide</p>	<p>2.1 describe how the quality of butchery practice affects the value of meat and poultry cuts and products</p> <p>2.2 state how the following factors affect flavour, tenderness and colour of meat and poultry:</p> <ul style="list-style-type: none"> - age and sex at slaughter - carcass age - fat content <p>2.3 outline the purpose and use of the meat purchasing guide</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the classification/grading system and the inspection of meat and poultry	3.1 describe the meat and poultry classification/grading systems used in the UK and EU 3.2 outline the importance of meat hygiene inspection in meat processing plants 3.3 state why the removal of specified risk material and animal by-products is carefully monitored in meat processing			
4 Understand carcass handling and treatment in butchery	4.1 state why it is important for a specific post slaughter carcass temperature to be achieved before butchery can be carried out 4.2 outline what cold shortening is and its effect on carcass meat quality 4.3 state what the optimum carcass chilling rate is and why it is important to meat quality control			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 199: Principles of Curing Meat

Unit reference number: Y/502/7837

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of curing meat, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat operatives 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, of the principles of curing meat.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose and types of processes for curing meats	1.1 state the purpose of curing meat 1.2 outline the types and cuts of meat commonly cured for the UK food market 1.3 describe the key differences between dry and wet curing 1.4 outline the types of processes used to produce cured meat products in: <ul style="list-style-type: none"> - wet curing - dry curing (smoking and air drying) 			
2 Understand the dry curing of meat	2.1 state the cuts of meat and poultry most suitable for dry curing, smoking and air drying 2.2 describe the features of smoking as a curing process 2.3 describe the features of air drying as a curing process 2.4 state the common product quality problems associated with the dry curing process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the wet curing of meat	3.1 state the cuts of meat most suitable for wet curing 3.2 outline how to measure brine strength and temperature 3.3 outline the process of osmosis and its impact on flesh during the wet curing process 3.4 state the common product quality problems associated with the wet curing process			
4 Understand variances in curing and the affect on the final cured product	4.1 outline how the thickness/size of the meat joint/portion affects curing times 4.2 describe how to access curing information and data in order to carry out curing operations 4.3 outline why it is important to store cured meat separately from other meat 4.4 describe the effect of curing on flavour and final product shelf life 4.5 state how the curing process can affect yield and economic value of the meat product			

Learner name: _____

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(if sampled)

Unit 200: Principles of a Specialist Raw Meat and Poultry Sales Service

Unit reference number:	L/502/7835
Level:	2
Credit value:	2
Guided learning hours:	11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of a specialist raw meat and poultry sales service, in a wholesale or food sales business or in a learning environment.

The unit is designed for use primarily by sales personnel 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, of the principles of a specialist raw meat and poultry sales service.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of processing raw meat and poultry and information for the customer</p>	<p>1.1 outline the key stages of processing, which are of value in dealing with customers</p> <p>1.2 describe how to identify and declare the origins of raw meat products to inform the customer</p> <p>1.3 state how raw meat processing can affect taste and texture</p>			
<p>2 Understand the principles of storing raw meat and poultry and information for the customer</p>	<p>2.1 outline how to provide information to customers about the typical shelf-life of raw products and how this can be maximised</p> <p>2.2 state how storage conditions can affect raw products</p> <p>2.3 describe how to inform customers about the types of wrappings used and how they affect raw products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles of meat and poultry consumption and information for the customer	3.1 describe how to inform customers about which raw products are most suitable for specific types of cooking 3.2 outline how to inform customers about the features of cuts, portions and joints of raw products including: <ul style="list-style-type: none"> - beef, lamb and pork - chicken and turkey - duck and goose - venison and ostrich - added value raw products 3.3 describe how to inform customers about the methods to maximise the storage of raw products 3.4 describe how to inform customers about which flavours and accompaniments complement different raw meat and poultry in readiness for cooking			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 201: Principles of a Specialist Cooked Meat and Poultry Sales Service

Unit reference number: J/502/7834

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of a specialist cooked meat and poultry sales service, in a wholesale or food sales business or in a learning environment.

The unit is designed for use primarily by sales personnel 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, of the principles of a specialist cooked meat and poultry sales service.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of processing cooked meat and poultry and information for the customer	1.1 outline the key stages and methods of cooking products, which are of value when dealing with customers 1.2 outline the key stages in the processing, slicing and packaging of cooked products, which are of value when dealing with customers 1.3 state how cooking raw meat can affect taste and texture			
2 Understand the principles of storing cooked meat and poultry and information for the customer	2.1 outline how to provide information to customers about the typical shelf-life of cooked products and how this can be maximised 2.2 state how storage conditions can affect cooked products 2.3 describe how to inform customers about the types of wrappings used and how they affect cooked products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles of cooked meat and poultry consumption and information for the customer	3.1 outline how to inform customers about the features of cuts, portions and joints of cooked products including: <ul style="list-style-type: none"> - beef, lamb and pork - chicken and turkey - duck and goose - venison and ostrich - added value raw products 3.2 describe how to inform customers about the methods to maximise the storage of cooked products 3.3 describe how to inform customers about which flavours and accompaniments complement different cooked meat and poultry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 202: Principles of a Specialist Cheese Sales Service

Unit reference number: A/502/7832

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of 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, of the principles of a specialist cheese sales service.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of cheese making and information for the customer	1.1 outline the key stages of cheese making, which are of value when dealing with customers 1.2 describe how the types of starter and milk used in cheese making affect taste and texture of cheese 1.3 describe how to identify and declare the country of origin of cheeses to inform the customer			
2 Understand the principles of cheese storage and information for the customer	2.1 outline how to provide information to customers about the shelf-life of cheeses and how they can be maximised 2.2 state how temperature and humidity affect cheese 2.3 describe how to inform customers about the types of wrappings used and how they affect cheese condition			

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			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 203: Principles of Chilling and Freezing Meat and Poultry

Unit reference number: A/502/7829

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of chilling and freezing meat and poultry, in a meat processing or sales business, or in a learning environment.

The unit is designed for use primarily by operatives, 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, of the principles of chilling and freezing meat and poultry.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of chilling meat and poultry</p>	<p>1.1 define the purpose of chilling meat and poultry to between -2 and +4 degrees Celsius and maintaining that temperature range</p> <p>1.2 outline the physical effect of chilling on meat and poultry</p> <p>1.3 describe how the effect of chilling can be controlled by protecting the product</p> <p>1.4 outline the effect of chilling on product quality over time</p>			
<p>2 Understand the principles of freezing meat and poultry</p>	<p>2.1 describe the purpose of freezing meat and poultry to -18 degrees Celsius or below</p> <p>2.2 list the different methods of freezing meat and poultry to the required temperature range</p> <p>2.3 outline the physical effect of freezing on meat and poultry</p> <p>2.4 describe how the effect of freezing can be controlled by protecting the product</p> <p>2.5 outline the effect which freezing has on product quality over time, including the cause and effect of freezer burn</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

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Unit 204: Principles of Frying Poultry Products

Unit reference number: T/502/7828

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of frying poultry products, in a food sales or learning environment.

The unit is designed for use primarily by sales and food service operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food 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, of the principles of frying poultry products.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the types of media used for frying poultry	1.1 outline the types of fats and oils which are used for frying poultry 1.2 describe the importance of using the appropriate type of fats or oils for frying			
2 Understand the characteristics of frying media	2.1 describe how the composition of frying fats and oils is affected by heating over time 2.2 describe why it is necessary to replace frying fats and oils according to specified advice 2.3 state the meaning of the terms: <ul style="list-style-type: none"> - slip point - smoke point - flash point 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how frying changes products	3.1 outline the physical changes that take place within products during the frying process 3.2 state the importance of steam generated within the product, during frying 3.3 outline how fat absorption into the surface of products during the frying process affects their eating quality and calorific value 3.4 state the effects of frying with too low a frying temperature and too high a frying temperature 3.5 describe the importance of operating the fryer at the specified frying temperature and time			
4 Understand the importance of ventilation and product handling during frying and waste disposal.	4.1 describe the importance of maintaining adequate ventilation during frying 4.2 outline the importance of positioning, draining and cooling products on completion of frying 4.3 state the importance of disposing and safe handling of waste oil and product			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 205: Principles of Classification of Meat and Poultry Carcasses

Unit reference number: M/502/7827

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of classification of meat and poultry carcasses, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat operatives, 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, of the principles of classification of meat and poultry carcasses.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features of classification or grading	1.1 explain the purpose and role of meat hygiene inspection in licensed primal meat and poultry processing facilities 1.2 summarise the factors determining the levels within each classification system 1.3 explain the importance of adhering to the classification systems 1.4 outline why it is important to clearly and securely label the carcass after classification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the principles of classification of red meat carcasses	2.1 clarify how carcass factors affect classification, including: <ul style="list-style-type: none"> - confirmation - fat levels - sex - animal age 2.2 explain how to determine the lean meat percentage of a pig carcass 2.3 explain the importance of backfat thickness for pig carcass classification 2.4 explain why carcass weight is important to classification and the difference between hot and cold carcass weight 2.5 describe the importance of identification using slap marks and ear tags 2.6 clarify why the dressing of meat is important to classification 2.7 describe the different styles of carcass dressing possible			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles of poultry classification	3.1 clarify why the dressing of poultry is important to classification 3.2 describe the different styles of carcase dressing possible for poultry 3.3 explain the relevance of class a and b to poultry meat classification 3.4 explain the minimum standard to be achieved by grade a and b poultry 3.5 explain how conformation and appearance affect poultry meat classification 3.6 summarise the factors contributing to a whole bird being classified as ungraded			

Learner name: _____

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(if sampled)

Unit 206: Principles of Technology in Meat Processing

Unit reference number: K/502/7826

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of technology in meat processing, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat operatives, 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, of the principles of technology in meat processing.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the different technological methods of processing</p>	<p>1.1 outline the purpose and main functions of the technological processes for:</p> <ul style="list-style-type: none"> - mechanical meat separation/recovery - comminution - emulsifying and binding - curing - heat treatments - extruding <p>1.2 outline the key differences between large and small scale processing</p> <p>1.3 describe the importance of technology in the processing of meat products for the consumer</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how technology affects meat quality	2.1 describe how meat and poultry quality is measured during processing 2.2 outline the points along the meat and poultry production process which can affect yield 2.3 outline how meat technology processes affect meat and poultry quality including: <ul style="list-style-type: none"> - communiton - tumbling and massaging - curing - marinating - heating - salt/phosphate addition 2.4 outline how technology is used to mature meat 2.5 describe how cooking affects the colour, flavour and texture of meat and poultry 2.6 list the permitted meat additives			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the different technological methods of wrapping and packing	3.1 outline the purpose and functions of the technological processes for: <ul style="list-style-type: none"> - overwrapping - vacuum packing - modified atmosphere packing - casings 			

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 207: Principles of Adding Value to Meat and Poultry Products

Unit reference number: A/502/7846

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of adding value to meat and poultry products, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat operatives, 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, of the principles of adding value to meat and poultry products.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the business case for adding value to meat and poultry products	1.1 explain the factors influencing the market for added value meat or poultry products 1.2 outline the features of the business case for adding value to meat and poultry products 1.3 summarise how innovative added value products can increase butchery sales 1.4 describe the importance of presentation of added value meat or poultry products to butchery sales 1.5 explain how customers can be involved in the continuing development of added value products and the importance of customer feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand added value processes and options for meat and poultry</p>	<p>2.1 explain the different ways in which value can be added to meat and poultry, including the use of:</p> <ul style="list-style-type: none"> - cutting and rolling - forming and shaping - using string, sticks and skewers - adding herbs/spices - adding wines/juices/sauces - adding seasonings - marinating and curing - cooking - dressing and decorating - enhancing presentation <p>2.2 describe which cuts of meat and poultry are best used in added value butchery</p> <p>2.3 outline how primal cuts of meat and poultry can be used in added value food manufacture</p> <p>2.4 explain the benefits of using meat and poultry trim and off cuts in meat or poultry added value products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 summarise the different cooking options for meat and poultry added value products 2.6 summarise the different marinating and curing options for meat and poultry added value products			
3 Understand the presentation and shelf life of added value meat and poultry	3.1 describe the different packaging options for meat and poultry that could be used to add value 3.2 describe the different presentation options for meat and poultry that could be used to add value 3.3 explain how adding value can affect the shelf life and meat content of a meat or poultry added value product 3.4 explain how to determine the shelf life of an added value product			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the costs, prices and review of added value meat and poultry	4.1 explain how to estimate yield and income from a meat or poultry carcase 4.2 explain why it is important to know the retail and wholesale cost of different cuts of meat or poultry, ingredients and packaging and how to assess these costs 4.3 outline the difference between the retail and wholesale cost of meat or poultry 4.4 explain how to calculate the wholesale and retail cost of meat or poultry added value products 4.5 explain why it is important to periodically review the cost of ingredients, meat and poultry, packaging and business costs to price added value products			

Learner name: _____

Date: _____

Learner signature: _____

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Unit 208: Principles of Animal Waste and By-product Removal and the Processing of Edible Co-products

Unit reference number: H/502/7825

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of animal waste and by-product removal and the processing of edible co-products, in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat operatives, 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, of the principles of animal waste and by-product removal and the processing of edible co-products.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand food waste, animal by-products and processing of edible co-products</p>	<p>1.1 summarise the different types and categories of food waste, animal by-products and edible co-products</p> <p>1.2 outline processing, staining and disposal methods of disposal of food waste, animal by-products and edible co-products</p> <p>1.3 explain the uses of food waste, animal by-products and edible co-products</p> <p>1.4 explain the risks and hazards associated with the processing, storage, removal and disposal of food waste, animal by-products and edible co-products</p> <p>1.5 describe the methods used to minimise the risk of cross-contamination</p>			
<p>2 Understand the regulatory framework for specified risk material and by-products</p>	<p>2.1 state the definition of specified risk material (SRM)</p> <p>2.2 outline the regulatory requirements for the removal of SRM</p> <p>2.3 explain the importance of SRM in the processing of meat fit for human consumption and methods relating to its safe disposal</p> <p>2.4 state the definition of category 1, 2 and 3 by-products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the uses and value of food waste, animal by-products and edible co-products	3.1 describe the main red offal, green offal and by-products from meat and poultry 3.2 explain why it is important to maximise the recovery of offal and by-products from carcasses 3.3 explain how to maximise recovery of offal and by-products 3.4 describe the uses and relative economic value of waste and by-products 3.5 explain the key features of natural sausage skin processing 3.6 describe the uses and relative economic value of co-products from meat and poultry 3.7 summarise how beef and lamb skin is processed for conversion to leather			
4 Understand the nutritional and culinary value of offal	4.1 explain the key nutritional content of edible offal 4.2 describe the common culinary uses of edible offal			

Learner name: _____

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Date: _____

(if sampled)

Unit 209: Principles of Weights and Measures in Food Technology

Unit reference number: A/602/4505

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of weights and measures in food technology, in a food environment or in a learning environment.

The unit is designed for use primarily by technicians, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to 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, of the principles of weights and measures in food technology.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal and regulatory requirements for weighing and measuring food and drink products	1.1 describe the purpose of weights and measures in the food and drink sector 1.2 explain the units of weights and measures 1.3 outline the legal or regulatory requirements that control how food is sold by weight, number and measure 1.4 explain the implications of inaccuracy when weighing and measuring 1.5 describe how UK legal and regulatory requirements are monitored and enforced			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the processes of weighing and measuring food and drink products	2.1 describe the facilities and equipment required to weigh and measure food and drink 2.2 outline the manner of marking weights and measures and the permitted symbols and abbreviations 2.3 outline the processes, facilities and equipment that are required to weigh and measure food 2.4 explain why weighing and measuring devices and processes must be calibrated 2.5 describe how to undertake the calibration of weighing/measuring devices 2.6 describe how weighing devices can become inaccurate and develop errors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to quality assure the weighing and measuring of food and drink products	3.1 describe how to interpret process specifications for weighing and measuring data 3.2 outline the risks associated with inaccurate weighing 3.3 describe the implications for quality control associated with weighing and measuring 3.4 outline the quality assurance processes that are needed to support weighing and measuring 3.5 outline the recording and reporting systems that are needed to support the weighing and measuring processes			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 210: Principles of Freezing Methods in Food Technology

Unit reference number: F/602/4506

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of freezing methods in food technology, in food operations or in a learning environment.

The unit is designed for use primarily by technicians, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to 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, of the principles of freezing methods in food technology.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how the freezing process preserves and stores foods	1.1 explain how freezing acts as a preservation method for foods 1.2 explain how freezing affects the storage life of foods 1.3 describe the process of freezing in foods including: <ul style="list-style-type: none"> - ice crystal formation - concentration of dissolved substances - temperature requirements - tempering 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the technical aspects of freezing on foods	2.1 summarise the effect of freezing on plant cell material 2.2 explain the definition and importance of the thermal arrest period to food product quality 2.3 summarise the effect of freezing on animal tissue 2.4 explain meaning of the term 'quick-freezing' 2.5 explain the term 'deep-freezing' as defined by the international institute of refrigeration 2.6 explain how food products can be individually quick frozen 2.7 clarify the advantages of individually quick freezing vegetables and fruits			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand freezing methods in food technology	3.1 explain the use and functionality of the: <ul style="list-style-type: none"> - immersion-freezing method - plate freezing method - blast freezing method 3.2 explain the use and functionality of: <ul style="list-style-type: none"> - fluidised bed freezers - cryogenic freezers - liquid carbon dioxide freezers 			
4 Understand the cold chain distribution of frozen foods	4.1 outline how the cold chain works in the distribution of frozen foods 4.2 explain the profile of temperature maintenance across the breadth of the cold chain			

Learner name: _____

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Date: _____

(if sampled)

Unit 211: Principles of Food Labelling in Food Operations

Unit reference number: T/602/4566

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of food labelling, in food and drink operations or in a learning environment.

The unit is designed for use primarily by technicians, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to 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, of the principles of food labelling in food and drink.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose and regulation of labelling	1.1 describe the purpose of food labelling in the food and drink sector 1.2 explain the regulatory labelling requirements that control food and drink content and composition 1.3 explain the regulatory requirements and implications associated with mislabelling 1.4 explain how regulatory requirements are monitored through enforcement 1.5 clarify the role of labelling in product traceability and control			
2 Understand how labelling contributes to nutritional awareness and product quality	2.1 explain how food labelling contributes to consumer awareness of food nutritional content 2.2 evaluate the labelling schemes and protocols that are used to inform the public of food nutritional content			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the business use of food labelling	3.1 describe the processes, facilities and equipment that are required to label food 3.2 explain how to interpret process specifications to obtain accurate food data for inclusion in labelling specifications 3.3 explain how to develop, consult and agree labelling specifications 3.4 justify what arrangements are necessary to implement and communicate labelling specifications 3.5 describe different ways in which food data can be misrepresented by non-compliant labelling descriptions 3.6 explain the typical arrangements for organisation and control of the labelling processes 3.7 explain the risks associated with labelling policies and practices			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 212: Principles of Modified Atmosphere and Vacuum Packaging in Food Technology

Unit reference number: D/502/7824

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of modified atmosphere and vacuum packaging meat and poultry products, in a meat processing or sales business, or in a learning environment.

The unit is designed for use primarily by operatives, 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, of the principles of modified atmosphere and vacuum packaging meat and poultry products.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the reasons for using modified atmosphere packaging (MAP)	1.1 define modified atmosphere packaging (MAP) 1.2 outline the benefits of using MAP for the manufacturer, consumer and retailer 1.3 describe the key reasons for using MAP rather than other forms of packaging 1.4 list the key legislation relevant to the use of MAP 1.5 state the typical food products that are packed using MAP			
2 Understand the MAP process	2.1 outline the constituent gases used in MAP 2.2 outline the ratios of gases used in MAP 2.3 describe the methods of introducing gases to product packaging 2.4 outline the types of packaging suitable to be used in MAP 2.5 state the importance of quality assurance checks on completed packs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the reasons for using vacuum packaging	3.1 outline the benefits of using vacuum packaging for the manufacturer, consumer and retailer 3.2 describe the key reasons for the use of vacuum packaging over other forms of packaging 3.3 state the typical products that are vacuum packed			
4 Understand the vacuum packaging process	4.1 outline the process stages of vacuum packaging meat and poultry 4.2 list the equipment and tools required for vacuum packaging 4.3 state the importance of quality assurance checks on completed packs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 213: Principles of Food Processing Operations

Unit reference number: H/502/7436

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of food processing operations, in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, of the principles of food processing operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the systems and documents used to control processing operations	1.1 define standard operating procedures (SOP) 1.2 state the importance of SOPS in processing 1.3 describe the importance of product specifications in food manufacture 1.4 describe the importance of recording and reporting during processing operations			
2 Understand the key stages of processing	2.1 describe the purpose and importance of procedures for task handover and shift changeovers 2.2 state how to check resources, equipment and materials pre-processing operations 2.3 describe checks and controls used during processing operations 2.4 outline how to complete and shut down processing operations 2.5 describe how to ensure that improvements are identified and implemented in during processing 2.6 state the importance of communication during processing operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 214: Principles of Instrumentation and Control Systems in Food Operations

Unit reference number: M/502/7357

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of instrumentation and control systems in a food manufacturing business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to 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, of the principles of instrumentation and control systems in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand computer controlled systems	1.1 outline the main stages and parts of plant in the processing area 1.2 describe typical uses of computer controlled systems in food operations 1.3 outline the requirements of a computer controlled system 1.4 describe a typical computer controlled system lay out 1.5 explain the system terms: <ul style="list-style-type: none"> - Network - Plc - SCADA - MIS 1.6 state where trends for main process control parameters can be accessed 1.7 state where quality control and stock information can be accessed			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand process instrumentation equipment	<p>2.1 describe the key features of measurement and maintenance of process instrumentation</p> <p>2.2 outline how different types of sensors work including:</p> <ul style="list-style-type: none"> - pressure based sensors - temperature based sensors - flow based sensors <p>2.3 outline the key applications for sensors including:</p> <ul style="list-style-type: none"> - pressure based sensors - temperature based sensors - flow based sensors 			
3	Understand process control equipment in brewing	<p>3.1 outline the key features of digital and analogue control systems</p> <p>3.2 outline the key features of closed loop systems</p> <p>3.3 describe types of control modes including:</p> <ul style="list-style-type: none"> - on/off - differential gap - time proportional <p>3.4 describe what is meant by modulating control</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 215: The Principles of HACCP for Food Manufacturing

Unit reference number: Y/600/2382

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of food safety for manufacturing, in a food 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, of the principles of food safety for manufacturing.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of HACCP-based food safety management procedures	1.1 outline the need for HACCP-based food safety management procedures 1.2 describe the HACCP approach to food safety procedures 1.3 summarise legislation relating to HACCP			
2	Understand the preliminary processes for HACCP-based procedures	2.1 explain the requirements of a HACCP team 2.2 outline the prerequisites for HACCP 2.3 describe food production processes including use of end product 2.4 use process flow diagrams in the development of HACCP based food safety management procedures			
3	Understand how to develop HACCP-based food safety management procedures	3.1 identify hazards and risks in the production process 3.2 determine critical control points 3.3 establish critical limits			
4	Understand how to implement HACCP-based food safety management procedures	4.1 establish and implement monitoring procedures at critical control points 4.2 describe corrective actions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to evaluate HACCP-based procedures	5.1 describe documentation and record keeping procedures 5.2 outline the verification and review of procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 216: Principles of Continuous Improvement Techniques (Kaizen) in Food Operations

Unit reference number:	F/601/2954
Level:	3
Credit value:	3
Guided learning hours:	15

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of continuous improvement techniques (Kaizen) in food operations or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to 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, of the principles of continuous improvement techniques (Kaizen) in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features and importance of Kaizen activity	1.1 explain how the health, safety and hygiene requirements of a work area can influence a Kaizen activity 1.2 summarise the main features of a Kaizen activity and the establishment of measurable improvements 1.3 evaluate the importance of encouraging people to identify continuous improvements 1.4 explain the evaluation of improvement ideas and selection of those that are to be pursued 1.5 explain the function of standard operating procedures and specifications 1.6 clarify the resources required to support production schedules and specifications 1.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the criteria and requirements for Kaizen and problem solving	2.1 explain the criteria used to select an area/processing activity for Kaizen activity 2.2 explain the importance of understanding the food process and/or activity under review 2.3 summarise the requirements for the deployment of Kaizen, and the resources required by the activity 2.4 explain the importance of waste in Kaizen activity and why inventory control is important to waste reduction 2.5 explain how root cause analysis can support problem solving 2.6 explain how own knowledge of food processing activities can support problem solving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to interact with Kaizen activity	3.1 explain the application of the Deming cycle (plan, do, check, act) 3.2 explain how to engage the knowledge and experience of the people involved in the process in the development of improvement activities 3.3 explain how to separate facts and opinions about the food operations and how these affect improvement actions 3.4 explain the techniques used to visually communicate the work of the Kaizen activity to participants and others 3.5 explain how to use calculations for identifying the required production rate for a process 3.6 summarise the cycle time of a process 3.7 explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it including: <ul style="list-style-type: none"> - line balance - process displays 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 217: Principles of Sustainability in Food Operations

Unit reference number: L/601/2701

Level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of sustainability, in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to 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, of the principles of sustainability.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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	<p>2.1 outline how to establish targets for sustainable development, including the use of benchmarking</p> <p>2.2 explain how carbon currency data (carbon footprints) is used as an indicator of sustainability</p> <p>2.3 explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability</p>			
3	Understand factors affecting support for sustainability targets	<p>3.1 explain how continuous improvement supports sustainability</p> <p>3.2 explain how to gain the commitment of stakeholders to the development of sustainable food production</p> <p>3.3 outline how environmental management systems (EMS) are used to support sustainability in a food environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the factors influencing the achievement of sustainability	4.1 summarise the influences which impact upon the achievement of sustainability 4.2 explain how to control the efficient use of resources within organisational activities to help achieve sustainability 4.3 explain how the actions of others within the supply chain can influence sustainability 4.4 explain the potential barriers to achieving sustainability and summarise ways these can be overcome 4.5 describe how to access sources of advice and guidance on achieving sustainability			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.UK.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.



**Assessment Strategy
for
Improve
Proficiency Qualifications
IPQs
accredited within the
Qualifications Framework
and
approved of by Improve**

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Assessment Strategy

Section 1

1.1 Purpose

The purpose of this assessment strategy is to set out the quality assurance arrangements for the assessment and verification of Proficiency Qualifications for the food and drink sector. Information is provided about the experience, qualifications and occupational competence requirements for those involved in the process. It also details the evidence requirements and conditions of assessment necessary to achieve the Proficiency Qualifications. This strategy will be useful in informing learners, employers, assessors, quality assurance personnel and Awarding Organisations alike.

1.2 Scope

This assessment strategy covers Proficiency Qualifications which are accredited within the Qualifications 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.

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.

¹ Improve is the Sector Skills Council for the Food and Drink Sector. For details visit www.improvetd.co.uk

This flexible approach to designing Proficiency Qualifications allows employers and individuals to select those competences which are critical to performance at work, and also to support progression in employment. This way it is possible to develop the workforce and produce the technicians and managers of tomorrow. With such a key focus on the development and recognition of competence at work, these qualifications are ideal to use within workplace training and assessment systems. They will be essential to upskilling, driving up performance and increasing productivity across the food and drink sector.

Of the Qualifications Framework

All qualifications accredited on the Qualification 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.

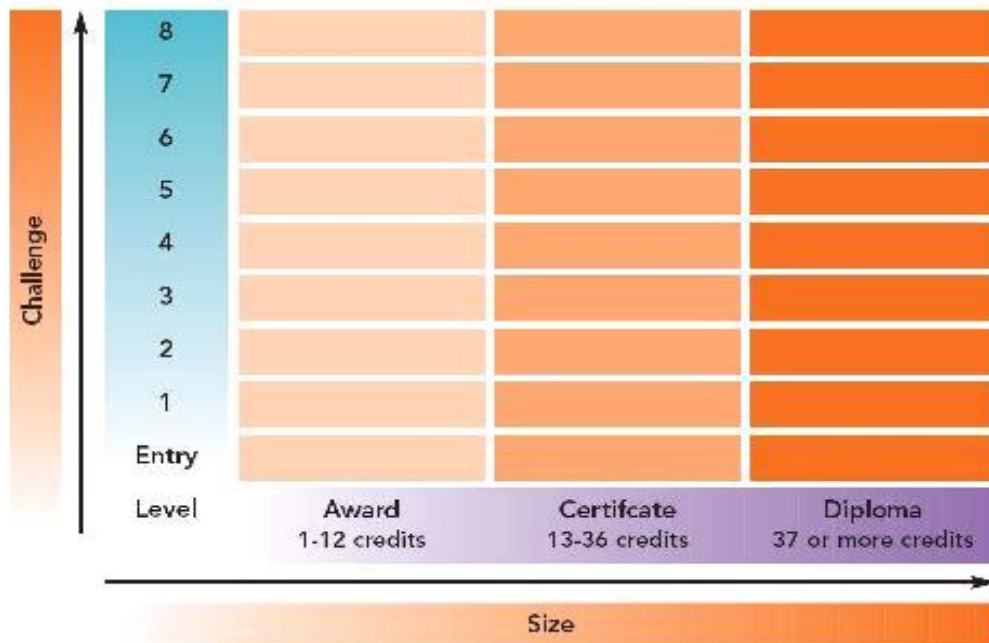
Credits become the common currency between qualifications and are accumulated in different sized qualifications. These are:

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 Framework



For further details, visit the Ofqual website www.ofqual.gov.uk

1.4 Equality of Opportunity and Diversity

Improve is committed to developing and implementing high quality qualifications for the Qualifications Framework which comply with all current relevant legislation and Ofqual regulations. For further details of how we work to ensure equality of opportunity and diversity, please refer to our Equality and Diversity Policy.

Awarding Organisation policy, procedures and guidance will detail the equality of opportunity and diversity implications for assessors and verifiers.

Section 2

2.1 Working with Awarding Organisations

An effective working relationship between Improve and Awarding Organisations, whose markets relate to the food and drink sector, is central to the successful delivery of Improve's Sector Qualifications Strategy (SQS). Improve will continue to work closely with Awarding Organisations through its Awarding Organisation Forum, and to develop this forum, to ensure that the SQS can be effectively implemented, through the SQS Action Plan.

In addition to engagement and technical activity at a forum level, individual memoranda of understanding and/or action plans are agreed with each Awarding Organisation to drive forward a range of operational and development activity.

Improve respects the individuality and confidentiality of each Awarding Organisation offering qualifications to the sector and the market place in which they are offered. Improve understands the need for differentiation in types and levels of service provided by Awarding Organisations to meet wide-ranging conditions across the sector, its labour market and potential sector entrants.

2.2 External quality control of assessment

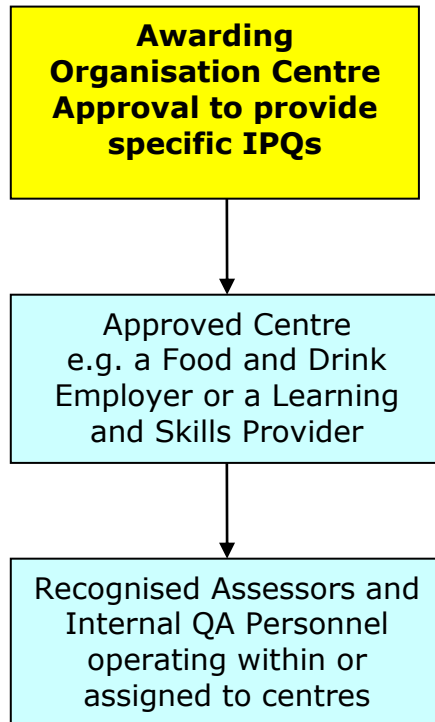
The sector view is that it is important for external quality control to be achieved through an effective external quality sampling process combined with an annual approved centre risk rating system. Primarily, external quality control is aimed at improving internal quality assurance and assessment practice, and the effective exchange of information between centres, Awarding Organisations and Improve.

External quality control will be achieved through these requirements:

- Each year external quality assurance personnel will complete the recommended number of days of Continuing Professional Development (CPD), comprised of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation. Training should include relevant updating in respect of changes to legislation and regulations impacting on the sector, standardisation activities and good practice developments in assessment and improving quality assurance. Improve will be invited by Awarding Organisations to observe and/or provide relevant input to CPD activity as appropriate.
- Awarding Organisations will operate a risk rating system that is applied to each active approved centre. Details of the risk rating system should be provided as part of the submission for accreditation of the qualification to the relevant qualifications regulatory authority. The Awarding Organisations will carry out risk assessment and risk rate each approved centre for food and drink Proficiency Qualifications. External quality assurance activity, and in particular the scope and rigour of sampling, is required to reflect the risk rating status of each centre.
- Improve, through its Standards and Qualifications Development team, will maintain ongoing dialogue with Awarding Organisations to monitor practices, consider issues and gain feedback, which impact on qualifications design and the use of units of assessment.

2.3 Approval of centres to offer Proficiency Qualifications

Approval procedures and quality assurance systems are developed by Awarding Organisations. Awarding Organisations will approve and quality assure provision of Proficiency Qualifications within centres. This allows assessment and quality assurance services to be tailored to the professional needs of centres in the best interests of candidates.



Section 3

3.1 Approved Centres

Approved Centres who are learning and skills providers deliver training and assessment services to learners and their employers in and around the workplace. Providers usually employ or contract with assessors, who often work peripatetically, to visit learners in their workplace at pre-arranged or contracted times.

For some employers, there may be business and operational advantages to becoming a centre to deliver Proficiency Qualifications and obtaining centre approval from an Awarding Organisation. This involves setting up and maintaining the quality systems and controls required by Awarding Organisations to offer Proficiency Qualifications within the company. Employers deliver training and assessment services to learners employed in their workplace. They use assessors (sometimes referred to as in-house assessors as they are company employees) to assess learner employees. However, they may also contract out externally with assessors who work peripatetically, to visit learners in their workplace at contracted times.

Units of assessment completed by learners and assessment practice are subject to internal quality assurance through an agreed and planned sampling process. This is carried out by a centre's internal quality assurance personnel, who may be employed or under contract, to quality assure the assessment processes and practice.

3.2 Occupational competence of assessors

The role of an assessor is a demanding and complex one, requiring a high degree of both interpersonal and organisational skills. They are required to make accurate and objective decisions as to whether the learner's performance meets the assessment requirements laid out in units of assessment.

For assessments to be considered valid, the assessor must meet the following requirements. Any assessments carried out by personnel who do not meet these requirements will be deemed a contribution to workplace testimony.

Assessors are required to:

- Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of the Awarding Organisation. This will normally be achieved through demonstrating competence in the roles which are to be assessed, which may be recorded in company training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include the achievement of qualifications relevant to the areas being assessed.

- Demonstrate competent practice in workplace assessment methods, and must demonstrate understanding of the principles and practices of the assessment process. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 9: Assess Learner Achievement. They are not required to hold assessor qualifications or units, but the achievement of these will indicate assessor capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Assessor capability may also be demonstrated by the outcomes of formal training in assessment techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of assessors in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector area of expertise and developments in the Proficiency Qualifications they assess.
- Have a full and current understanding of the units of assessment and requirements of the qualifications being assessed.
- Operate safely as an assessor in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Assessors 'in training' who are not fully recognised as competent by Awarding Organisations may carry out assessment practice. For the period in training and working towards recognition, the assessor must have assessment activity monitored and signed off (countersigned) by a fully recognised and competent assessor. The 'in training' period should be limited to twelve months and have clear development goals set for achieving recognition and competence.

3.3 Occupational competence of internal quality assurance personnel

Approved centres appoint internal quality assurance personnel and their role is to ensure consistency, maintain and improve the quality of assessment within the centre. The internal quality assurance personnel will monitor assessment activities and provide feedback to assessors, 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 employers' 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 learners' 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 (eg BRC, Efsis, ISO 9000 series). The external audit of training systems and records implicated by some of these arrangements will provide additional evidence to Awarding Organisations of the rigour of internal quality assurance.

To approve such employer centres Awarding Organisations will work closely with appropriate employers to evaluate their training systems. This may include:

- the alignment/mapping of employers' training and assessment arrangements to proficiency qualifications
- an analysis of the effectiveness of internal quality and recording systems
- evaluating the extent to which external audits of training contribute to overall quality arrangements.

Flexible external quality assurance arrangements to align with the training systems of individual employers in an employer centre may not always be necessary and will normally comply with section 5.1. However, flexibilities may be agreed as an outcome of the evaluation activity, where a rationale for such flexibility is justified. Awarding Organisations will formally agree the arrangements with the employer centres.

For example, a sector specialist external quality assurer may be involved in the evaluation, setting up and approval of an employer centre to ensure that technical expertise is suitably involved in recognising employer training and the centre, allowing a non-sector external quality assurer to provide ongoing external quality assurance of assessment. In this instance, the sector specialist external quality assurer should be available for consultation and to re-evaluate the centre should the employer training systems or circumstances change.

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:

- 1 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.

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a qualification title*'.

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