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Edexcel Level 3 Award, Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills (QCF)

Specification

Edexcel NVQ/competence-based qualifications

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Contents

Qualification title covered by this specification **1**

Key features of the Edexcel Level 3 Award, Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills **3**

What is the purpose of these qualifications? 3

Who is this qualification for? 3

What are the benefits of these qualifications to the learner and employer? 3

What are the potential job roles for those working towards these qualifications? 4

What progression opportunities are available to learners who achieve these qualifications? 4

What is the qualification structure for the Edexcel Level 3 Award for Proficiency in Meat and Poultry Industry Skills (QCF)? **5**

What is the qualification structure for the Edexcel Level 3 Certificate for Proficiency in Meat and Poultry Industry Skills (QCF)? **11**

What is the qualification structure for the Edexcel Level 3 Diploma for Proficiency in Meat and Poultry Industry Skills (QCF)? **18**

How are the qualifications graded and assessed? **26**

Assessment strategy 26

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*) 27

Centre recognition and approval **28**

Centre recognition 28

Approvals agreement 28

Quality assurance **28**

What resources are required? **28**

Unit format **29**

Units **31**

Unit 1: Arrange Transport Scheduling for the Delivery of Livestock in Food Operations 33

Unit 2: Understand Transport Scheduling for the Delivery of Livestock in Food Operations 37

Unit 3: Monitor and Control the Reception of Livestock in Food Operations 41

Unit 4:	Understand how to Monitor and Control Reception of Livestock in Food Operations	43
Unit 5:	Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations	47
Unit 6:	Understand how to Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations	51
Unit 7:	Maintain Lairage and Ante-mortem Facilities in Food Operations	55
Unit 8:	Understand how to Maintain Lairage and Ante-mortem Facilities in Food Operations	59
Unit 9:	Monitor Bleeding for Kosher Meat	63
Unit 10:	Understand how to Monitor Bleeding for Kosher Meat	67
Unit 11:	Monitor Slaughter Operations in Meat Processing	71
Unit 12:	Understand how to Monitor Slaughter Operations in Meat Processing	75
Unit 13:	Monitor Carcase Operations in Meat Processing	79
Unit 14:	Understand how to Monitor Carcase Operations in Meat Processing	83
Unit 15:	Monitor Carcase Compliance and Holding in Meat Processing	87
Unit 16:	Understand how to Monitor Carcase Compliance and Holding in Meat Processing	91
Unit 17:	Monitor an Automated Meat/Poultry Processing System	95
Unit 18:	Understand how to Monitor an Automated Meat/Poultry Processing System	99
Unit 19:	Classify Meat/Poultry Carcases	103
Unit 20:	Monitor the Recovery of By-products and Disposal of Waste in Meat Processing	107
Unit 21:	Understand how to Monitor the Recovery of By-products and Disposal of Waste in Meat Processing	111
Unit 22:	Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing	115
Unit 23:	Understand how to Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing	119
Unit 24:	Monitor Primal Butchery in Meat Processing	123
Unit 25:	Understand how to Monitor Primal Butchery in Meat Processing	127
Unit 26:	Monitor Secondary Butchery in Meat Processing	131
Unit 27:	Understand how to Monitor Secondary Butchery in Meat Processing	135
Unit 28:	Monitor Butchery in Sales Operations	139
Unit 29:	Understand how to Monitor Butchery in Sales Operations	143

Unit 30:	Monitor the Manufacture of Meat Products/Preparations	147
Unit 31:	Understand how to Monitor the Manufacture of Meat Products/Preparations	151
Unit 32:	Monitor Treatment Operations in Meat Processing	155
Unit 33:	Understand how to Monitor Treatment Operations in Meat Processing	159
Unit 34:	Monitor the Slicing and Wrapping of Meat/Meat Products	163
Unit 35:	Understand how to Monitor the Slicing and Wrapping of Meat/ Meat Products	167
Unit 36:	Plan and Coordinate Bake-off Operations in Food Manufacture	171
Unit 37:	Understand how to Plan and Coordinate Bake-off Operations in Food Manufacture	175
Unit 38:	Maximise Sales in a Food Retail Environment	179
Unit 39:	Understand how to Maximise Sales of Food Products in a Retail Environment	183
Unit 40:	Understand how to Plan to Maximise Sales of Food Products in a Retail Environment	187
Unit 41:	Set up and Maintain Food Retail Operations	191
Unit 42:	Monitor Effectiveness of Food Retail Operations	193
Unit 43:	Understand how to Coordinate Food Retail Operations	195
Unit 44:	Plan and Coordinate Food Services	197
Unit 45:	Understand how to Plan and Coordinate Food Services	201
Unit 46:	Set up and Maintain Food Service Operations	205
Unit 47:	Monitor Effectiveness of Food Service Operations	207
Unit 48:	Understand how to Set up and Maintain Food Service Operations	209
Unit 49:	Organise the Receipt and Storage of Goods and Materials in Food Operations	211
Unit 50:	Understand how to Organise the Receipt and Storage of Goods and Materials in Food Operations	215
Unit 51:	Monitor and Maintain Storage Conditions in Food Operations	219
Unit 52:	Monitor Stored Goods and Materials in Food Operations	223
Unit 53:	Monitor and Maintain Storage Systems and Procedures in Food Operations	225
Unit 54:	Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	227
Unit 55:	Maintain Plant and Equipment in Food Operations	231
Unit 56:	Understand how to Maintain Plant and Equipment in Food Operations	235

Unit 57:	Interpret and Communicate Information and Data in Food Operations	239
Unit 58:	Understand how to Interpret and Communicate Information and Data in Food Operations	243
Unit 59:	Control Energy Efficiency in Food Operations	247
Unit 60:	Contribute to Continuous Improvement of Food Safety in Operations	251
Unit 61:	Understand how to Contribute to Continuous Improvement of Food Safety in Operations	253
Unit 62:	Carry out Sampling for Quality Control in Food Operations	257
Unit 63:	Understand how to Carry out Sampling for Quality Control in Food Operations	259
Unit 64:	Report on Compliance with Food Safety Requirements in Operations	263
Unit 65:	Understand how to Report on Compliance with Food Safety Requirements in Operations	267
Unit 66:	Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	271
Unit 67:	Understand how to Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	273
Unit 68:	Evaluate and Improve Production in Food Manufacture	275
Unit 69:	Understand how to Evaluate and Improve Production in Food Manufacture	279
Unit 70:	Plan Production Schedules in Food Manufacture	283
Unit 71:	Understand how to Plan Production Schedules in Food Manufacture	287
Unit 72:	Contribute to Optimising Work Areas in Food Manufacture	291
Unit 73:	Understand how to Contribute to Optimising Work Areas in Food Manufacture	295
Unit 74:	Diagnose Problems in Food Operations	299
Unit 75:	Understand how to Diagnose Problems in Food Operations	301
Unit 76:	Resolve Problems in Food Operations	305
Unit 77:	Understand how to Resolve Problems in Food Operations	309
Unit 78:	Monitor and Control Throughput to Achieve Targets in Food Operations	313
Unit 79:	Understand how to Monitor and Control Throughput to Achieve Targets in Food Operations	315
Unit 80:	Set up and Maintain Picking and Packing Orders in Food Operations	319
Unit 81:	Monitor Effectiveness of Picking and Packing Operations in Food Operations	323

Unit 82:	Understand how to Coordinate Picking and Packing Orders in Food Operations	325
Unit 83:	Monitor Wrapping and Labelling of Products in Food Operations	329
Unit 84:	Understand how to Plan and Coordinate Wrapping and Labelling in Food Operations	333
Unit 85:	Monitor Effectiveness of Despatch and Transport in Food Operations	337
Unit 86:	Understand how to Coordinate Despatch and Transport of Orders in Food Operations	341
Unit 87:	Monitor Food Safety at Critical Control Points in Operations	345
Unit 88:	Monitor Product Quality in Food Operations	347
Unit 89:	Understand how to Control Product Quality in Food Operations	351
Unit 90:	Monitor Health, Safety and Environmental Systems in Food Operations	355
Unit 91:	Understand how to Monitor Health, Safety and Environmental Management Systems in Food Operations	359
Unit 92:	Manage Organisational Change for Achieving Excellence in Food Operations	363
Unit 93:	Understand how to Manage Organisational Change for Achieving Excellence in Food Operations	367
Unit 94:	Develop Working Relationships with Colleagues in Food Operations	371
Unit 95:	Understand how to Develop Working Relationships with Colleagues in Food Operations	375
Unit 96:	Principles of Breed and Pre-Slaughter Selection of Meat and Poultry Species	379
Unit 97:	Principles of Rearing and Welfare of Meat Species	383
Unit 98:	Principles of Butchery	387
Unit 99:	Principles of Curing Meat	393
Unit 100:	Principles of a Specialist Raw Meat and Poultry Sales Service	397
Unit 101:	Principles of a Specialist Cooked Meat and Poultry Sales Service	403
Unit 102:	Principles of a Specialist Cheese Sales Service	409
Unit 103:	Principles of Classification of Meat and Poultry Carcases	415
Unit 104:	Principles of Microbiology and Parasitology in Meat Production	419
Unit 105:	Principles of Anatomy and Physiology of Meat Species	423
Unit 106:	Principles of Pathology of Meat Species	429
Unit 107:	Principles of Technology in Meat Processing	433
Unit 108:	Principles of Meat Science	437
Unit 109:	Principles of Adding Value to Meat and Poultry Products	443

Unit 110: Principles of Animal Waste and By-product Removal and the Processing of Edible Co-products 449
Unit 111: Principles of Weights and Measures in Food Technology 453
Unit 112: Principles of Freezing Methods in Food Technology 457
Unit 113: Principles of Gelatine Biochemistry in Food Science 461
Unit 114: Principles of Lipid Functionality in Food Science 465
Unit 115: Principles of Protein Functionality in Food Science 469
Unit 116: Principles of Food Labelling in Food Operations 473
Unit 117: The Principles of HACCP for Food Manufacturing 477
Unit 118: Principles of Continuous Improvement Techniques (Kaizen) in Food Operations 481
Unit 119: Principles of Sustainability in Food Operations 485

Further information 489

Useful publications 489

How to obtain National Occupational Standards 489

Professional development and training 490

Annexe A: Progression pathways 491

The Edexcel qualification framework for the food and drink manufacture sector 491

Annexe B: Quality assurance 495

Key principles of quality assurance 495

Quality assurance processes 495

Annexe C: Centre certification and registration 497

What are the access arrangements and special considerations for the qualifications in this specification? 497

Annexe D: Assessment strategy 499

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Award, Certificate and Diploma for Proficiency in Meat and Poultry Industry Skills

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 Award for Proficiency in Meat and Poultry Industry Skills (QCF)	600/1081/2	01/03/2011
Edexcel Level 3 Certificate for Proficiency in Meat and Poultry Industry Skills (QCF)	600/1082/4	01/03/2011
Edexcel Level 3 Diploma for Proficiency in Meat and Poultry Industry Skills (QCF)	600/1083/6	01/03/2011

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

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

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

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

These titles replace the following qualification from 01/04/11.

Qualification title	Qualification Number (QN)	Accreditation end date
Edexcel Level 3 NVQ in Food Manufacture	500/7331/X	30/06/11

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Key features of the Edexcel Level 3 Award, Certificate and Diploma 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 Edexcel Level 3 Certificate 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. It covers a broad range of skills from the monitoring of livestock, meat processing/butchery and butchery sales and service. It offers learners the opportunity to develop skills and knowledge required to prove competence at work. This will also suit learners who are competent in meat processing activities and are looking for ways of developing their existing skills and knowledge, perhaps to support multi-skilling or increase productivity at work.

Who is this qualification for?

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

Edexcel's policy is that qualifications should:

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

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

For the first time, these qualifications offers the meat industry a unique mix of:

- occupational skills and knowledge units covering processing, service and support competences
- 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?

- specialist butcher
- specialist meat and poultry processing

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

Further information is available in *Annexe A*.

Learners may progress within this Level 3 qualification from Award to Certificate and Diploma. They may also progress onto other professional qualifications at Level 3 and 4.

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What is the qualification structure for the Edexcel Level 3 Award for Proficiency in Meat and Poultry Industry Skills (QCF)?

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

To achieve the Edexcel Level 3 Award for Proficiency in Meat and Poultry Industry Skills (QCF) learners must achieve a minimum of 10 credits, comprising of the following combination of credits from each of the two unit groups; Group A – a minimum of 8 credits, Group B, it is not mandatory to take any credits from group B, but up to 4 credits can be achieved. Any further credit achieved up to 12 credits will be recorded with all the units that have been achieved towards the qualification.

Group A – Meat processing units

Unit reference number	Unit title	Credit	Level
A/502/8009	Arrange Transport Scheduling for the Delivery of Livestock in Food Operations	2	3
M/502/8010	Understand Transport Scheduling for the Delivery of Livestock in Food Operations	2	3
T/502/8011	Monitor and Control the Reception of Livestock in Food Operations	2	3
D/502/8018	Understand how to Monitor and Control Reception of Livestock in Food Operations	2	3
H/502/8019	Monitor the Health and Welfare of Livestock Pre-Slaughter in Food Operations	2	3
Y/502/8020	Understand how to Monitor the Health and Welfare of Livestock Pre-Slaughter in Food Operations	2	3
D/502/8021	Maintain Lairage and Ante-Mortem Facilities in Food Operations	2	3
H/502/8022	Understand how to Maintain Lairage and Ante-Mortem Facilities in Food Operations	2	3
M/502/8024	Monitor Bleeding for Kosher Meat	2	3
T/502/8025	Understand how to Monitor Bleeding for Kosher Meat	2	3
A/502/8026	Monitor Slaughter Operations in Meat Processing	3	3
J/502/8028	Understand how to Monitor Slaughter Operations in Meat Processing	2	3
L/502/8029	Monitor Carcase Operations in Meat Processing	3	3

Unit reference number	Unit title	Credit	Level
F/502/8030	Understand how to Monitor Carcase Operations in Meat Processing	2	3
J/502/8031	Monitor Carcase Compliance and Holding in Meat Processing	3	3
L/502/8032	Understand how to Monitor Carcase Compliance and Holding in Meat Processing	2	3
R/502/8033	Monitor an Automated Meat/Poultry Processing System	3	3
Y/502/8034	Understand how to Monitor an Automated Meat/Poultry Processing System	2	3
D/502/8035	Classify Meat/ Poultry Carcases	3	3
H/502/8036	Monitor the Recovery of By-Products and Disposal of Waste in Meat Processing	3	3
K/502/8037	Understand how to Monitor the Recovery of By-Products and Disposal of Waste in Meat Processing	2	3
M/502/8038	Monitor the Recovery of Co-Products and Disposal of Waste in Meat Processing	3	3
T/502/8039	Understand how to Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing	2	3
K/502/8040	Monitor Primal Butchery in Meat Processing	3	3
M/502/8041	Understand how to Monitor Primal Butchery in Meat Processing	2	3
T/502/8042	Monitor Secondary Butchery in Meat Processing	3	3
A/502/8043	Understand how to Monitor Secondary Butchery in Meat Processing	2	3
J/502/8045	Monitor Butchery in Sales Operations	3	3
L/502/8046	Understand how to Monitor Butchery in Sales Operations	2	3
R/502/8047	Monitor the Manufacture of Meat Products/Preparations	3	3
Y/502/8048	Understand how to Monitor the Manufacture of Meat Products/Preparations	2	3
D/502/8049	Monitor Treatment Operations in Meat Processing	3	3

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Unit reference number	Unit title	Credit	Level
R/502/8050	Understand how to Monitor Treatment Operations in Meat Processing	2	3
Y/502/8051	Monitor the Slicing and Wrapping of Meat/Meat Products	3	3
J/502/8059	Understand how to Monitor the Slicing and Wrapping of Meat/Meat Products	2	3
J/602/4569	Plan and Coordinate Bake-Off Operations in Food Manufacture	3	3
A/602/4570	Understand how to Plan and Coordinate Bake-Off Operations in Food Manufacture	3	3
D/601/5280	Maximise Sales in A Food Retail Environment	4	3
R/601/5292	Understand how to Maximise Sales of Food Products in A Retail Environment	3	3
D/601/5294	Understand how to Plan to Maximise Sales of Food Products in A Retail Environment	3	3
M/602/4579	Set up and Maintain Food Retail Operations	3	3
H/602/4580	Monitor Effectiveness of Food Retail Operations	2	3
K/602/4581	Understand how to Coordinate Food Retail Operations	2	3
M/602/4582	Plan and Coordinate Food Services	3	3
A/602/4584	Understand how to Plan and Coordinate Food Services	3	3
F/602/4585	Set up and Maintain Food Service Operations	2	3
J/602/4586	Monitor Effectiveness of Food Service Operations	2	3
L/602/4587	Understand how to Set up and Maintain Food Service Operations	2	3
F/602/4571	Organise the Receipt and Storage of Goods and Materials in Food Operations	3	3
J/602/4572	Understand how to Organise the Receipt and Storage of Goods and Materials in Food Operations	3	3
Y/602/1708	Monitor and Maintain Storage Conditions in Food Operations	3	3
Y/602/4575	Monitor Stored Goods and Materials in Food Operations	2	3

Unit reference number	Unit title	Credit	Level
D/601/5179	Monitor and Maintain Storage Systems and Procedures in Food Operations	2	3
D/601/5182	Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	2	3
D/602/5811	Maintain Plant and Equipment in Food Operations	4	3
K/602/5830	Understand how to Maintain Plant and Equipment in Food Operations	3	3
J/601/5225	Interpret and Communicate Information and Data in Food Operations	3	3
L/601/5226	Understand how to Interpret and Communicate Information and Data in Food Operations	3	3
A/602/4701	Control Energy Efficiency in Food Operations	3	3
R/602/5627	Contribute to Continuous Improvement of Food Safety in Operations	3	3
Y/602/5628	Understand how to Contribute to Continuous Improvement of Food Safety in Operations	4	3
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
J/601/9680	Report on Compliance With Food Safety Requirements in Operations	4	4
L/601/9681	Understand how to Report on Compliance With Food Safety Requirements in Operations	4	4
F/602/5834	Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	1	3
J/602/5835	Understand how to Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	3	3
A/502/7412	Evaluate and Improve Production in Food Manufacture	3	3
F/502/7413	Understand how to Evaluate and Improve Production in Food Manufacture	2	3
J/502/7414	Plan Production Schedules in Food Manufacture	3	3
L/502/7415	Understand how to Plan Production Schedules in Food Manufacture	2	3

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Unit reference number	Unit title	Credit	Level
Y/602/5838	Contribute to Optimising Work Areas in Food Manufacture	3	3
D/602/5839	Understand how to Contribute to Optimising Work Areas in Food Manufacture	3	3
A/602/4617	Diagnose Problems in Food Operations	3	3
F/602/4618	Understand how to Diagnose Problems in Food Operations	3	3
J/602/4619	Resolve Problems in Food Operations	3	3
A/602/4620	Understand how to Resolve Problems in Food Operations	4	3
F/602/4697	Monitor and Control Throughput to Achieve Targets in Food Operations	2	3
J/602/4698	Understand how to Monitor and Control Throughput to Achieve Targets in Food Operations	3	3
M/602/5831	Set up and Maintain Picking and Packing Orders in Food Operations	3	3
T/602/5832	Monitor Effectiveness of Picking and Packing Operations in Food Operations	2	3
A/602/5833	Understand how to Coordinate Picking and Packing Orders in Food Operations	2	3
D/502/8052	Monitor Wrapping and Labelling of Products in Food Operations	2	3
H/502/8053	Understand how to Plan and Coordinate Wrapping and Labelling in Food Operations	2	3
M/502/8055	Monitor Effectiveness of Despatch and Transport in Food Operations	2	3
T/502/8056	Understand how to Coordinate Despatch and Transport of Orders in Food Operations	2	3

Group B – Common operations units

Unit reference number	Unit title	Credit	Level
H/602/5826	Monitor Food Safety at Critical Control Points in Operations	1	3
Y/602/1692	Monitor Product Quality in Food Operations	3	3
T/602/5829	Understand how to Control Product Quality in Food Operations	2	3
K/602/5827	Monitor Health, Safety and Environmental Systems in Food Operations	2	3
M/602/5828	Understand how to Monitor Health, Safety and Environmental Management Systems in Food Operations	3	3
L/602/5075	Manage Organisational Change for Achieving Excellence in Food Operations	4	3
R/602/5076	Understand how to Manage Organisational Change for Achieving Excellence in Food Operations	3	3
M/602/6302	Develop Working Relationships with Colleagues in Food Operations	3	3
A/602/6304	Understand how to Develop Working Relationships with Colleagues in Food Operations	2	3

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What is the qualification structure for the Edexcel Level 3 Certificate for Proficiency in Meat and Poultry Industry Skills (QCF)?

Individual units can be found in the Units section.

To achieve the Edexcel Level 3 Certificate for Proficiency in Meat and Poultry Industry Skills (QCF) learners must achieve a minimum of 27 credits , comprising of the following combination of credits from each of the three unit groups; Group A – a minimum of 21 credits, Group B, it is not mandatory to take any credits from group B, but up to 4 credits can be achieved, Group C, it is not mandatory to take any credits from Group C, but up to 6 credits can be achieved. Any further credit achieved up to 36 credits will be recorded with all the units that have been achieved towards the qualification.

Group A – Meat processing skills units

Unit reference number	Unit title	Credit	Level
A/502/8009	Arrange Transport Scheduling for the Delivery of Livestock in Food Operations	2	3
M/502/8010	Understand Transport Scheduling for the Delivery of Livestock in Food Operations	2	3
T/502/8011	Monitor and Control the Reception of Livestock in Food Operations	2	3
D/502/8018	Understand how to Monitor and Control Reception of Livestock in Food Operations	2	3
H/502/8019	Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations	2	3
Y/502/8020	Understand how to Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations	2	3
D/502/8021	Maintain Lairage and Ante-mortem Facilities in Food Operations	2	3
H/502/8022	Understand how to Maintain Lairage and Ante-mortem Facilities in Food Operations	2	3
M/502/8024	Monitor Bleeding for Kosher Meat	2	3
T/502/8025	Understand how to Monitor Bleeding for Kosher Meat	2	3
A/502/8026	Monitor Slaughter Operations in Meat Processing	3	3
J/502/8028	Understand how to Monitor slaughter Operations in Meat Processing	2	3

Unit reference number	Unit title	Credit	Level
L/502/8029	Monitor Carcase Operations in Meat Processing	3	3
F/502/8030	Understand how to Monitor Carcase Operations in Meat Processing	2	3
J/502/8031	Monitor Carcase Compliance and Holding in Meat Processing	3	3
L/502/8032	Understand how to Monitor Carcase Compliance and Holding in Meat Processing	2	3
R/502/8033	Monitor an Automated Meat/Poultry Processing System	3	3
Y/502/8034	Understand how to Monitor an Automated Meat/Poultry Processing System	2	3
D/502/8035	Classify Meat/ Poultry Carcases	3	3
H/502/8036	Monitor the Recovery of By-Products and Disposal of Waste in Meat Processing	3	3
K/502/8037	Understand how to Monitor the Recovery of By-Products and Disposal of Waste in Meat Processing	2	3
M/502/8038	Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing	3	3
T/502/8039	Understand how to Monitor the Recovery of Co-Products and Disposal of Waste in Meat Processing	2	3
K/502/8040	Monitor Primal Butchery in Meat Processing	3	3
M/502/8041	Understand how to Monitor Primal Butchery in Meat Processing	2	3
T/502/8042	Monitor Secondary Butchery in Meat Processing	3	3
A/502/8043	Understand how to Monitor Secondary Butchery in Meat Processing	2	3
J/502/8045	Monitor Butchery in Sales Operations	3	3
L/502/8046	Understand how to Monitor Butchery in Sales Operations	2	3
R/502/8047	Monitor the Manufacture of Meat Products/Preparations	3	3
Y/502/8048	Understand how to Monitor the Manufacture of Meat Products/Preparations	2	3

Unit reference number	Unit title	Credit	Level
D/502/8049	Monitor Treatment Operations in Meat Processing	3	3
R/502/8050	Understand how to Monitor Treatment Operations in Meat Processing	2	3
Y/502/8051	Monitor the Slicing and Wrapping of Meat/Meat Products	3	3
J/502/8059	Understand how to Monitor the Slicing and Wrapping of Meat/Meat Products	2	3
J/602/4569	Plan and Coordinate Bake-off Operations in Food Manufacture	3	3
A/602/4570	Understand how to Plan and Coordinate Bake-off Operations in Food Manufacture	3	3
D/601/5280	Maximise Sales in a Food Retail Environment	4	3
R/601/5292	Understand how to Maximise Sales of Food Products in a Retail Environment	3	3
D/601/5294	Understand how to Plan to Maximise Sales of Food Products in a Retail Environment	3	3
M/602/4579	Set up and Maintain Food Retail Operations	3	3
H/602/4580	Monitor Effectiveness of Food Retail Operations	2	3
K/602/4581	Understand how to Coordinate Food Retail Operations	2	3
M/602/4582	Plan and Coordinate Food Services	3	3
A/602/4584	Understand how to Plan and Coordinate Food Services	3	3
F/602/4585	Set up and Maintain Food Service Operations	2	3
J/602/4586	Monitor Effectiveness of Food Service Operations	2	3
L/602/4587	Understand how to Set up and Maintain Food Service Operations	2	3
F/602/4571	Organise the Receipt and Storage of Goods and Materials in Food Operations	3	3
J/602/4572	Understand how to Organise the Receipt and Storage of Goods and Materials in Food Operations	3	3
Y/602/1708	Monitor and Maintain Storage Conditions in Food Operations	3	3
Y/602/4575	Monitor Stored Goods and Materials in Food Operations	2	3

Unit reference number	Unit title	Credit	Level
D/601/5179	Monitor and Maintain Storage Systems and Procedures in Food Operations	2	3
D/601/5182	Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	2	3
D/602/5811	Maintain Plant and Equipment in Food Operations	4	3
K/602/5830	Understand how to Maintain Plant and Equipment in Food Operations	3	3
J/601/5225	Interpret and Communicate Information and Data in Food Operations	3	3
L/601/5226	Understand how to Interpret and Communicate Information and Data in Food Operations	3	3
A/602/4701	Control Energy Efficiency in Food Operations	3	3
R/602/5627	Contribute to Continuous Improvement of Food Safety in Operations	3	3
Y/602/5628	Understand how to Contribute to Continuous Improvement of Food Safety in Operations	4	3
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
J/601/9680	Report On Compliance With Food Safety Requirements in Operations	4	4
L/601/9681	Understand how to Report On Compliance With Food Safety Requirements in Operations	4	4
F/602/5834	Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	1	3
/602/5835	Understand how to Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	3	3
A/502/7412	Evaluate and Improve Production in Food Manufacture	3	3
F/502/7413	Understand how to Evaluate and Improve Production in Food Manufacture	2	3
J/502/7414	Plan Production Schedules in Food Manufacture	3	3

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Unit reference number	Unit title	Credit	Level
L/502/7415	Understand how to Plan Production Schedules in Food Manufacture	2	3
Y/602/5838	Contribute to Optimising Work Areas in Food Manufacture	3	3
D/602/5839	Understand how to Contribute to Optimising Work Areas in Food Manufacture	3	3
A/602/4617	Diagnose Problems in Food Operations	3	3
F/602/4618	Understand how to Diagnose Problems in Food Operations	3	3
J/602/4619	Resolve Problems in Food Operations	3	3
A/602/4620	Understand how to Resolve Problems in Food Operations	4	3
F/602/4697	Monitor and Control Throughput to Achieve Targets in Food Operations	2	3
J/602/4698	Understand how to Monitor and Control Throughput to Achieve Targets in Food Operations	3	3
M/602/5831	Set up and Maintain Picking and Packing Orders in Food Operations	3	3
T/602/5832	Monitor Effectiveness of Picking and Packing Operations in Food Operations	2	3
A/602/5833	Understand how to Coordinate Picking and Packing Orders in Food Operations	2	3
D/502/8052	Monitor Wrapping and Labelling of Products in Food Operations	2	3
H/502/8053	Understand how to Plan and Coordinate Wrapping and Labelling in Food Operations	2	3
M/502/8055	Monitor Effectiveness of Despatch and Transport in Food Operations	2	3
T/502/8056	Understand how to Coordinate Despatch and Transport of Orders in Food Operations	2	3

Group B – Common operations units

Unit reference number	Unit title	Credit	Level
H/602/5826	Monitor Food Safety at Critical Control Points in Operations	1	3
Y/602/1692	Monitor Product Quality in Food Operations	3	3
T/602/5829	Understand how to Control Product Quality in Food Operations	2	3
K/602/5827	Monitor Health, Safety and Environmental Systems in Food Operations	2	3
M/602/5828	Understand how to Monitor Health, Safety and Environmental Management Systems in Food Operations	3	3
L/602/5075	Manage Organisational Change for Achieving Excellence in Food Operations	4	3
R/602/5076	Understand how to Manage Organisational Change for Achieving Excellence in Food Operations	3	3
M/602/6302	Develop Working Relationships with Colleagues in Food Operations	3	3
A/602/6304	Understand how to Develop Working Relationships with Colleagues in Food Operations	2	3

Group C – Knowledge units

Unit reference number	Unit title	Credit	Level
M/502/7844	Principles of Breed and Pre-slaughter Selection of Meat and Poultry Species	3	3
F/602/6224	Principles of Rearing and Welfare of Meat Species	5	4
A/502/8057	Principles of Butchery	3	3
F/502/8058	Principles of Curing Meat	3	3
A/502/8060	Principles of a Specialist Raw Meat and Poultry Sales Service	3	3
F/502/8061	Principles of a Specialist Cooked Meat and Poultry Sales Service	3	3
M/502/8007	Principles of a Specialist Cheese Sales Service	3	3
M/502/7827	Principles of Classification of Meat and Poultry Carcases	3	3

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Unit reference number	Unit title	Credit	Level
R/602/6227	Principles of Microbiology and Parasitology in Meat Production	3	4
D/602/6229	Principles of Anatomy and Physiology of Meat Species	5	4
Y/602/6276	Principles of Pathology of Meat Species	5	4
T/502/8008	Principles of Technology in Meat Processing	3	3
D/602/6277	Principles of Meat Science	5	4
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
R/602/4512	Principles of Gelatine Biochemistry in Food Science	4	3
M/602/4548	Principles of Lipid Functionality in Food Science	4	3
K/602/4550	Principles of Protein Functionality in Food Science	4	3
T/602/4566	Principles of Food Labelling in Food and Drink	4	3
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	Principles of Sustainability in Food Operations	4	3

What is the qualification structure for the Edexcel Level 3 Diploma for Proficiency in Meat and Poultry Industry Skills (QCF)?

Individual units can be found in the Units section.

To achieve the Edexcel Level 3 Diploma for Proficiency in Meat and Poultry Industry Skills learners must achieve a minimum of 37 credits , comprising of the following combination of credits from each of the three unit groups; Group A – a minimum of 22 credits, Group B, it is not mandatory to take any credits from group B, but up to 8 credits can be achieved, Group C, a minimum of 7 credits must be achieved. Any further credit achieved up to 67 credits will be recorded with all the units that have been achieved towards the qualification.

Group A – Meat processing skills units

Unit reference number	Unit title	Credit	Level
A/502/8009	Arrange Transport Scheduling for the Delivery of Livestock in Food Operations	2	3
M/502/8010	Understand Transport Scheduling for the Delivery of Livestock in Food Operations	2	3
T/502/8011	Monitor and Control the Reception of Livestock in Food Operations	2	3
D/502/8018	Understand how to Monitor and Control Reception of Livestock in Food Operations	2	3
H/502/8019	Monitor the Health and Welfare of Livestock Pre-Slaughter in Food Operations	2	3
Y/502/8020	Understand how to Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations	2	3
D/502/8021	Maintain Lairage and Ante-mortem Facilities in Food Operations	2	3
H/502/8022	Understand how to Maintain Lairage and Ante-Mortem Facilities in Food Operations	2	3
M/502/8024	Monitor Bleeding for Kosher Meat	2	3
T/502/8025	Understand how to Monitor Bleeding for Kosher Meat	2	3
A/502/8026	Monitor Slaughter Operations in Meat Processing	3	3
J/502/8028	Understand how to Monitor Slaughter Operations in Meat Processing	2	3
L/502/8029	Monitor Carcase Operations in Meat Processing	3	3

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Unit reference number	Unit title	Credit	Level
F/502/8030	Understand how to Monitor Carcase Operations in Meat Processing	2	3
J/502/8031	Monitor Carcase Compliance and Holding in Meat Processing	3	3
L/502/8032	Understand how to Monitor Carcase Compliance and Holding in Meat Processing	2	3
R/502/8033	Monitor an Automated Meat/Poultry Processing System	3	3
Y/502/8034	Understand how to Monitor an Automated Meat/Poultry Processing System	2	3
D/502/8035	Classify Meat/Poultry Carcases	3	3
H/502/8036	Monitor the Recovery of By-products and Disposal of Waste in Meat Processing	3	3
K/502/8037	Understand how to Monitor the Recovery of By-products and Disposal of Waste in Meat Processing	2	3
M/502/8038	Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing	3	3
T/502/8039	Understand how to Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing	2	3
K/502/8040	Monitor Primal Butchery in Meat Processing	3	3
M/502/8041	Understand how to Monitor Primal Butchery in Meat Processing	2	3
T/502/8042	Monitor Secondary Butchery in Meat Processing	3	3
A/502/8043	Understand how to Monitor Secondary Butchery in Meat Processing	2	3
J/502/8045	Monitor Butchery in Sales Operations	3	3
L/502/8046	Understand how to Monitor Butchery in Sales Operations	2	3
R/502/8047	Monitor the Manufacture of Meat Products/Preparations	3	3
Y/502/8048	Understand how to Monitor the Manufacture of Meat Products/Preparations	2	3
D/502/8049	Monitor Treatment Operations in Meat Processing	3	3

Unit reference number	Unit title	Credit	Level
R/502/8050	Understand how to Monitor Treatment Operations in Meat Processing	2	3
Y/502/8051	Monitor the Slicing and Wrapping of Meat/Meat Products	3	3
J/502/8059	Understand how to Monitor the Slicing and Wrapping of Meat/Meat Products	2	3
J/602/4569	Plan and Coordinate Bake-off Operations in Food Manufacture	3	3
A/602/4570	Understand how to Plan and Coordinate Bake-off Operations in Food Manufacture	3	3
D/601/5280	Maximise Sales in a Food Retail Environment	4	3
R/601/5292	Understand how to Maximise Sales of Food Products in a Retail Environment	3	3
D/601/5294	Understand how to Plan to Maximise Sales of Food Products in a Retail Environment	3	3
M/602/4579	Set up and Maintain Food Retail Operations	3	3
H/602/4580	Monitor Effectiveness of Food Retail Operations	2	3
K/602/4581	Understand how to Coordinate Food Retail Operations	2	3
M/602/4582	Plan and Coordinate Food Services	3	3
A/602/4584	Understand how to Plan and Coordinate Food Services	3	3
F/602/4585	Set up and Maintain Food Service Operations	2	3
J/602/4586	Monitor Effectiveness of Food Service Operations	2	3
L/602/4587	Understand how to Set up and Maintain Food Service Operations	2	3
F/602/4571	Organise the Receipt and Storage of Goods and Materials in Food Operations	3	3
J/602/4572	Understand how to Organise the Receipt and Storage of Goods and Materials in Food Operations	3	3
Y/602/1708	Monitor and Maintain Storage Conditions in Food Operations	3	3
Y/602/4575	Monitor Stored Goods and Materials in Food Operations	2	3

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Unit reference number	Unit title	Credit	Level
D/601/5179	Monitor and Maintain Storage Systems and Procedures in Food Operations	2	3
D/601/5182	Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	2	3
D/602/5811	Maintain Plant and Equipment in Food Operations	4	3
K/602/5830	Understand how to Maintain Plant and Equipment in Food Operations	3	3
J/601/5225	Interpret and Communicate Information and Data in Food Operations	3	3
L/601/5226	Understand how to Interpret and Communicate Information and Data in Food Operations	3	3
A/602/4701	Control Energy Efficiency in Food Operations	3	3
R/602/5627	Contribute to Continuous Improvement of Food Safety in Operations	3	3
Y/602/5628	Understand how to Contribute to Continuous Improvement of Food Safety in Operations	4	3
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
J/601/9680	Report on Compliance with Food Safety Requirements in Operations	4	4
L/601/9681	Understand how to Report On Compliance with Food Safety Requirements in Operations	4	4
F/602/5834	Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	1	3
J/602/5835	Understand how to Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations	3	3
A/502/7412	Evaluate and Improve Production in Food Manufacture	3	3

Unit reference number	Unit title	Credit	Level
F/502/7413	Understand how to Evaluate and Improve Production in Food Manufacture	2	3
J/502/7414	Plan Production Schedules in Food Manufacture	3	3

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Unit reference number	Unit title	Credit	Level
L/502/7415	Understand how to Plan Production Schedules in Food Manufacture	2	3
Y/602/5838	Contribute to Optimising Work Areas in Food Manufacture	3	3
D/602/5839	Understand how to Contribute to Optimising Work Areas in Food Manufacture	3	3
A/602/4617	Diagnose Problems in Food Operations	3	3
F/602/4618	Understand how to Diagnose Problems in Food Operations	3	3
J/602/4619	Resolve Problems in Food Operations	3	3
A/602/4620	Understand how to Resolve Problems in Food Operations	4	3
F/602/4697	Monitor and Control Throughput to Achieve Targets in Food Operations	2	3
J/602/4698	Understand how to Monitor and Control Throughput to Achieve Targets in Food Operations	3	3
M/602/5831	Set up and Maintain Picking and Packing Orders in Food Operations	3	3
T/602/5832	Monitor Effectiveness of Picking and Packing Operations in Food Operations	2	3
A/602/5833	Understand how to Coordinate Picking and Packing Orders in Food Operations	2	3
D/502/8052	Monitor Wrapping and Labelling of Products in Food Operations	2	3
H/502/8053	Understand how to Plan and Coordinate Wrapping and Labelling in Food Operations	2	3
M/502/8055	Monitor Effectiveness of Despatch and Transport in Food Operations	2	3
T/502/8056	Understand how to Coordinate Despatch and Transport of Orders in Food Operations	2	3

Group B – Common Operations units

Unit reference number	Unit title	Credit	Level
H/602/5826	Monitor Food Safety at Critical Control Points in Operations	1	3
Y/602/1692	Monitor Product Quality in Food Operations	3	3
T/602/5829	Understand how to Control Product Quality in Food Operations	2	3
K/602/5827	Monitor Health, Safety and Environmental Systems in Food Operations	2	3
M/602/5828	Understand how to Monitor Health, Safety and Environmental Management Systems in Food Operations	3	3
L/602/5075	Manage Organisational Change for Achieving Excellence in Food Operations	4	3
R/602/5076	Understand how to Manage Organisational Change for Achieving Excellence in Food Operations	3	3
M/602/6302	Develop Working Relationships with Colleagues in Food Operations	3	3
A/602/6304	Understand how to Develop Working Relationships with Colleagues in Food Operations	2	3

Group C – Knowledge units

Unit reference number	Unit title	Credit	Level
M/502/7844	Principles of Breed and Pre-slaughter Selection of Meat and Poultry Species	3	3
F/602/6224	Principles of Rearing and Welfare of Meat Species	5	4
A/502/8057	Principles of Butchery	3	3
F/502/8058	Principles of Curing Meat	3	3
A/502/8060	Principles of a Specialist Raw Meat and Poultry Sales Service	3	3
F/502/8061	Principles of a Specialist Cooked Meat and Poultry Sales Service	3	3
M/502/8007	Principles of a Specialist Cheese Sales Service	3	3
M/502/7827	Principles of Classification of Meat and Poultry Carcases	3	3

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Unit reference number	Unit title	Credit	Level
R/602/6227	Principles of Microbiology and Parasitology in Meat Production	3	4
D/602/6229	Principles of Anatomy and Physiology of Meat Species	5	4
Y/602/6276	Principles of Pathology of Meat Species	5	4
T/502/8008	Principles of Technology in Meat Processing	3	3
D/602/6277	Principles of Meat Science	5	4
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
R/602/4512	Principles of Gelatine Biochemistry in Food Science	4	3
M/602/4548	Principles of Lipid Functionality in Food Science	4	3
K/602/4550	Principles of Protein Functionality in Food Science	4	3
T/602/4566	Principles of Food Labelling in Food and Drink	4	3
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	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 D*. It has been developed by Improve in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

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

Evidence of competence may come from:

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

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It is important that the evidence is:

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

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

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (QandA)
- 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 (EPT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

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

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Unit format

Each unit in this specification contains the following sections.

Unit title:

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number:

This is the unit owner's reference number for the specified unit.

QCF level:

All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value:

All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

The learner should give the date when the evidence has been provided.

Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Arrange Transport Scheduling for the Delivery of Livestock in Food Operations

Unit reference number: A/502/8009

QCF level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who arrange transport scheduling for the delivery of livestock 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 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, arranging transport scheduling for the delivery of 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 Gather information, produce and arrange transport schedule plans	1.1 prepare transport scheduling plans in the required format and at the appropriate time 1.2 agree transport scheduling plans with the relevant people 1.3 identify livestock available for collection and their location 1.4 collate and communicate information about livestock collection to relevant people 1.5 arrange transport for livestock to meet operational requirements 1.6 provide accurate delivery schedules to the relevant people			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor transport scheduling and processes	2.1 monitor deliveries received against transport schedules 2.2 recommend remedial actions for problems with delivery schedules 2.3 prepare vehicle cleaning schedules that meet safety and hygiene regulatory requirements 2.4 communicate vehicle cleaning schedules to relevant people 2.5 check that transport schedules meet legal requirements 2.6 complete transport scheduling documentation 2.7 make completed transport documentation available to relevant people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Understand Transport Scheduling for the Delivery of Livestock in Food Operations

Unit reference number: M/502/8010

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand transport scheduling for the delivery of 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 transport scheduling for the delivery of 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 Know how to prepare transport scheduling plans	1.1 state why transport scheduling plans need to be produced for the collection of livestock 1.2 describe why transport schedules need to be monitored and how to monitor them 1.3 state why delivery schedules need to be provided 1.4 describe how to identify livestock for collection and their location 1.5 state what may happen if livestock for collection are not correctly identified 1.6 describe why information about the collection of livestock needs to be collated and communicated			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to monitor transport scheduling and processes	2.1 state why cleaning schedules need to be developed for transport vehicles 2.2 describe how to develop cleaning schedules for transport vehicles which conform to health, safety and hygiene regulations 2.3 describe how to collate and communicate information concerning the collection of livestock 2.4 state how to make transport arrangements 2.5 list who needs to agree or authorise transport schedules 2.6 list who needs to know about plans for the collection and location of livestock 2.7 state who needs to know about transport arrangements 2.8 describe how to communicate cleaning schedules and who to communicate them to			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Monitor and Control the Reception of Livestock in Food Operations

Unit reference number: T/502/8011

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who monitor and control the reception of 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, monitoring and controlling the reception of 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 Monitor livestock during reception	1.1 follow the organisation's procedures to ensure that reception of livestock meets operational and statutory requirements 1.2 check that the livestock received matches information on the delivery documentation 1.3 identify and report livestock that is out-of-specification 1.4 allocate and move livestock to holding areas following the organisation's procedures 1.5 identify livestock in the holding areas in a way that enables traceability of finished product to a livestock producer 1.6 complete documentation relating to receipt of livestock			

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Unit 4: Understand how to Monitor and Control Reception of Livestock in Food Operations

Unit reference number: D/502/8018

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to monitor and control reception of 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 monitoring and controlling reception of 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 Know how to unload livestock	1.1 state the organisation's unloading procedures for receiving livestock why it needs to be monitored and controlled 1.2 describe how to unload different species of livestock 1.3 state the organisation's procedures for checking in livestock and why they need to be checked 1.4 state what constitutes casualty and out-of-specification livestock and how to identify them 1.5 list the organisation's procedures for dealing with casualty or out-of-specification livestock			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to move livestock to holding areas	2.1 describe the holding areas, their location and reason for use 2.2 describe methods used to move different species of livestock 2.3 list methods used to ensure that livestock can be traced from the livestock producer to the finished product and the importance of doing this. 2.4 explain why livestock needs to be allocated to holding areas			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
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Unit 5: Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations

Unit reference number: H/502/8019

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who monitor the health and welfare of 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, monitoring the health and welfare of 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 Monitor welfare of livestock and report problems to the relevant person	1.1 monitor the safety, security and welfare of livestock 1.2 monitor the conditions and behaviour of livestock regularly 1.3 identify and report any problems with the condition and behaviour of livestock 1.4 check the condition of livestock awaiting unloading 1.5 follow organisation's procedures to identify livestock that are dead on arrival, dying, diseased, injured or report to the relevant person 1.6 handle livestock safely and minimise stress and injury			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor environmental conditions for livestock in pre-slaughter areas	2.1 check environmental conditions to ensure the welfare of livestock 2.2 follow the organisation's procedures to deal with problems with environmental conditions			

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Learner signature: _____ Date: _____

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Unit 6: Understand how to Monitor the Health and Welfare of Livestock Pre-slaughter in Food Operations

Unit reference number: Y/502/8020

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to monitor the health and welfare of 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 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 the health and welfare of 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
1 Understand how to monitor welfare of livestock	1.1 describe the organisation's procedures for promoting and monitoring the health and wellbeing of livestock 1.2 describe how to identify different conditions including stress in livestock 1.3 state how to identify and approach livestock that need restraint, separation or isolation while causing minimum stress 1.4 list the different causes that can affect livestock behaviour 1.5 describe how to recognise and deal with different problems with livestock including: – appearance – posture – movement – behaviour			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor environmental conditions to ensure the welfare of livestock	2.1 describe how to assess the suitability of environmental conditions 2.2 state the importance of assessing the suitability of environmental conditions 2.3 describe how to check vehicles, equipment and livestock in holding areas 2.4 state own responsibility under animal welfare regulations and legislation			

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Unit 7: Maintain Lairage and Ante-mortem Facilities in Food Operations

Unit reference number: D/502/8021

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who maintain lairage and ante-mortem facilities in a meat and poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, maintaining lairage and ante-mortem facilities. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 work of others working in lairage and ante-mortem facilities	1.1 monitor the work of others in lairage and ante-mortem facilities 1.2 provide colleagues with clear information about the treatment of livestock including safe handling, humane treatment and efficient practices for movement 1.3 work with colleagues to ensure that problems are resolved 1.4 complete documentation and pass it to the relevant person			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor and maintain lairage and ante-mortem facilities	2.1 monitor and maintain holding areas for livestock in line with operational and statutory requirements 2.2 follow the organisation's procedures to deal with problems 2.3 follow the organisation's procedures to deal with problems whilst holding isolated livestock in lairage and ante-mortem livestock holding areas 2.4 monitor the welfare of livestock in line with operational and statutory requirements 2.5 hold and treat isolated livestock in line with operational and statutory requirements 2.6 control the feeding of livestock into the processing lines to maintain the processing line speeds required 2.7 follow the organisation's procedures to decide actions to take with livestock that do not conform with requirements or specifications			

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Unit 8: Understand how to Maintain Lairage and Ante-mortem Facilities in Food Operations

Unit reference number: H/502/8022

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to maintain lairage and ante-mortem facilities in a food business.

The unit is designed for use 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 lairage and ante-mortem facilities 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 monitor livestock in lairage and ante-mortem facilities	1.1 describe how to monitor the welfare of livestock 1.2 describe how to handle, move and treat livestock and inform others of the processes 1.3 list types of treatment which may be given to isolated livestock and why they need to be isolated 1.4 describe the holding methods available to deal with isolated livestock 1.5 state how to feed livestock into processing lines and the effect of different line speeds			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain facilities in lairage and ante-mortem areas	2.1 describe how to monitor and maintain livestock holding areas 2.2 state the importance of monitoring and maintaining livestock holding areas 2.3 list types of problems that may occur in livestock holding areas 2.4 list actions that can be taken to deal with problems in livestock holding areas 2.5 describe the effects on livestock in livestock holding areas when there is: – overcrowding – lack of amenities – improper treatment – unsafe or unhygienic conditions and how these can be avoided			

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Unit 9: Monitor Bleeding for Kosher Meat

Unit reference number: M/502/8024

QCF level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who monitor bleeding for Kosher meat in an abattoir.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace for those who monitor bleeding for Kosher meat in an abattoir. The learner must be able to demonstrate their competent 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 Ensure uninterrupted bleeding out following slaughter	1.1 select and use personal protective clothing and equipment for monitoring bleeding 1.2 check that resources and equipment are ready to carry out bleeding effectively 1.3 ensure that the carcase is moved to the right place at the bleeding point to carry out bleeding effectively 1.4 follow food business operator's (FBO) procedures for bleeding in compliance with regulations governing the Kashrut 1.5 check facilities for holding animals planned for bleeding and follow procedures to deal with any operational problems			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor the bleeding process	2.1 ensure that the carcase is moved into position at the specified time 2.2 ensure that the correct tools and methods for bleeding are used 2.3 follow FBO's procedures for maintaining bleeding in compliance with regulations governing the Kashrut 2.4 ensure the specified time for bleeding as directed by the certifying rabbinical authority is met 2.5 complete and make available the required information/documentation			

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Unit 10: Understand how to Monitor Bleeding for Kosher Meat

Unit reference number: T/502/8025

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who need to understand how to monitor bleeding for Kosher meat in an abattoir.

The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to 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 bleeding 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 the Kosher meat requirements	1.1 summarise the methods of cutting and porging blood vessels, nerves and fats for Kosher meat 1.2 describe the methods of soaking animals 1.3 describe the methods of salting, resting and rinsing 1.4 explain how to maintain materials and equipment for bleeding and koshering to ensure they are effective, safe and meet the required religious and hygiene standards 1.5 explain how to maintain the security and integrity of Kashrut seals on Kosher meat			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor bleeding operations	2.1 describe how to use and interpret food business operator's (FBO) procedures for bleeding for Kosher meat 2.2 explain the importance of allocating staff with the competences and licences to perform tasks and duties 2.3 describe how to identify when team or individual support is required and how to provide effective support 2.4 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting bleeding problems 2.5 explain how to assess bleeding operations performance in terms of: – operational yield – target setting and achievement – compliance – improvement 2.6 describe the importance of reporting bleeding operations performance and improvement issues			

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Unit 11: Monitor Slaughter Operations in Meat Processing

Unit reference number: A/502/8026

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who organise and control the slaughter process in an abattoir or meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, organising and controlling the slaughter process. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 the slaughter process	1.1 select and use personal protective clothing and equipment for monitoring slaughter operations 1.2 contribute to throughput planning to meet processing requirements 1.3 agree or confirm slaughter processing and output targets 1.4 ensure livestock are available to meet output targets 1.5 arrange the slaughter area to ensure that resources are available to meet the food business operator's (FBO) requirements for: – presentation for killing – stunning – bleeding 1.6 allocate staff to specific slaughter tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control the slaughter process	2.1 oversee processing activity and provide support to ensure that processing flow is maintained 2.2 identify problems affecting the quality or quantity of output from the slaughter area including: – animal welfare – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from the slaughter area according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from the slaughter area 2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO's procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report monitoring of slaughter operations	3.1 complete and make available slaughter monitoring information/documentation 3.2 report faults and matters that affect future processing performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for processing improvement or about the implementation of improvements			

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Unit 12: Understand how to Monitor Slaughter Operations in Meat Processing

Unit reference number: J/502/8028

QCF level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who need to understand how to slaughter operations in a meat processing business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 slaughter 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 organise the slaughter process	1.1 outline the regulatory requirements covering animal welfare for the presentation of animals for killing 1.2 describe the machinery, utilities and equipment used in slaughter operations 1.3 explain how to plan throughput schedules and output targets for slaughter operations 1.4 outline how to organise livestock to meet output targets 1.5 explain how to allocate specific tasks and duties in the slaughter process to make the best use of staff competence and experience 1.6 outline how to record, report and complete documentation for slaughter processes			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to control the slaughtering process	2.1 outline how to identify and deal with non-compliance in slaughter operations 2.2 explain how to organise and control the slaughter area 2.3 outline how to ensure that physical resources needed for the slaughter process are available and are functioning 2.4 describe the importance of controlling quality and quantity of output from slaughtering operations 2.5 explain problems affecting quality or quantity of output from the slaughter area, and how to deal with problems, including: – animal welfare – technical issues – resource issues – compliance issues 2.6 outline how to deal with products that deviate from quality specifications or throughput schedules according to FBO's procedures			

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Unit 13: Monitor Carcase Operations in Meat Processing

Unit reference number: L/502/8029

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who organise and control carcase operations in an abattoir or meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, organising and controlling carcase operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Organise carcase operations	1.1 select and use personal protective clothing and equipment for monitoring carcase operations 1.2 contribute to planning of carcase operations to meet processing requirements 1.3 agree or confirm carcase processing and output targets 1.4 ensure slaughtered stock are available to meet output targets 1.5 arrange the carcase processing areas to ensure that resources are available to meet the food business operator's (FBO) requirements for: – skinning – splitting – removal of head/feet/specified risk material – evisceration – trimming 1.6 allocate staff to specific carcase processing tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control carcase operations	2.1 oversee processing activity and provide support to ensure that processing flow is maintained 2.2 identify problems affecting the quality or quantity of output from carcase processing including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from carcase processing according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from carcase processing 2.5 deal with products that deviate from carcase quality specifications or throughput schedules according to FBO's procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report monitoring of carcase operations	3.1 complete and make available carcase operations monitoring information/documentation 3.2 report faults and matters that affect future operational performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for processing improvement or about the implementation of improvements			

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Unit 14: Understand how to Monitor Carcase Operations in Meat Processing

Unit reference number: F/502/8030

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to monitor carcase operations in a meat processing business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 carcase operations in a meat processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 organise carcase operations	1.1 describe the machinery, equipment and utilities used in carcase operations, including: – skinning – splitting – removal of head/feet/specified risk material – evisceration – trimming 1.2 describe how to plan throughput schedules and output targets for carcase operations 1.3 explain how to allocate specific tasks and duties making best use of staff competence and experience 1.4 outline how to record, report and complete documentation for carcase operations			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to control carcase operations	2.1 outline how to identify and deal with regulatory breaches in carcase operations 2.2 explain how to organise the carcase processing area to maximise resources during: – skinning – splitting – removal of head/feet/specified risk material – evisceration – trimming 2.3 outline how to ensure that physical resources needed for the dressing process are available and functioning 2.4 describe the importance of controlling quality and quantity of output from carcase operations 2.5 explain problems affecting quality or quantity of output from carcase operations, and how to deal with problems including – technical issues – resource issues – compliance issues 2.6 outline how to identify and deal with deviations from throughput schedules and output targets			

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Unit 15: Monitor Carcase Compliance and Holding in Meat Processing

Unit reference number: J/502/8031

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who organise and control carcase compliance and holding in an abattoir or meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, organising and controlling carcase compliance and holding. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 carcase compliance and holding operations	1.1 select and use personal protective clothing and equipment for monitoring compliance and holding operations 1.2 contribute to planning of carcase compliance and holding operations to meet processing requirements 1.3 agree or confirm carcase inspection and holding/storage and output targets 1.4 ensure carcases are available to meet output targets 1.5 arrange the carcase inspection and holding/storage areas to ensure that resources are available to meet the food business operator's (FBO) requirements for: – inspection/compliance – holding/storage 1.6 allocate staff to specific carcase processing/handling tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control carcase compliance and holding operations	2.1 oversee processing and handling activity and provide support to ensure that compliance and holding requirements are maintained 2.2 identify problems affecting the quality or quantity of output from carcase compliance and holding including: – technical issues – resource issues – inspection issues 2.3 deal with problems affecting the quality or quantity of output from carcase compliance and holding according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from carcase compliance and holding 2.5 deal with products that deviate from carcase quality specifications or throughput schedules according to FBO's procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report monitoring of carcase compliance and holding	3.1 complete and make available carcase compliance and holding monitoring information/documentation 3.2 report faults and matters that affect future operational performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for processing improvement or about the implementation of improvements			

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Unit 16: Understand how to Monitor Carcase Compliance and Holding in Meat Processing

Unit reference number: L/502/8032

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to monitor carcase compliance and holding in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring carcase compliance and holding in a meat processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 carcase compliance and holding operations	1.1 describe the machinery, equipment and utilities used in compliance and holding operations 1.2 explain how to plan throughput schedules and output targets for the carcase compliance and holding processes 1.3 outline how to organise the carcase compliance and holding operations 1.4 explain how to allocate specific tasks and duties in the processes to make best use of staff competence and experience 1.5 outline how to record, report and complete documentation for carcase compliance and holding operations			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to control carcase compliance and holding operations	2.1 outline how to identify and deal with non-compliance in carcase processing and holding 2.2 outline how to ensure that physical resources needed for the processes are available and functioning 2.3 describe the importance of controlling quality and quantity of output 2.4 explain problems affecting quality of quantity of output from carcase compliance and holding operations and how to deal with problems, including: – technical issues – resource issues – inspection issues 2.5 describe the types of quality and quantity problems and how to deal with them 2.6 outline how to deal with deviations from throughput schedules and output targets			

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Unit 17: Monitor an Automated Meat/Poultry Processing System

Unit reference number: R/502/8033

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who monitor an automated meat/poultry processing system in an abattoir or meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring an automated meat/poultry processing 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 Monitor the start up of an automated processing system	1.1 select and use personal protective clothing and equipment for monitoring automated operations 1.2 support start up to ensure that resources are available to meet the food business operator's (FBO) requirements 1.3 confirm the operation of safety devices and security locks 1.4 agree or confirm schedules and output targets 1.5 ensure supplies and materials are available to meet output targets 1.6 allocate staff to specific tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor processing in an automated meat or poultry system	2.1 oversee processing and provide support to ensure that FBO's requirements are maintained 2.2 identify problems affecting the quality or quantity of output from processing including: – technical issues – resource issues 2.3 deal with problems affecting the quality or quantity of output according to FBO's procedures 2.4 report problems affecting the quality or quantity of output 2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO's procedures 2.6 complete and make available the required monitoring and processing documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Monitor shut down of an automated processing system	3.1 ensure the system is shut down according to FBO's procedures 3.2 check the removal and storage of waste from processing 3.3 confirm the appropriate arrangements for service, maintenance and cleaning			

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Unit 18: Understand how to Monitor an Automated Meat/Poultry Processing System

Unit reference number: Y/502/8034

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to monitor an automated processing system in a meat or poultry processing business.

The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to 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 an automated processing system, in a meat or poultry processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 procedures and features of automated processing	1.1 describe how to access and the importance of the food business operator's (FBO) procedures and specifications for automated processing 1.2 summarise the regulatory and organisational requirements relating to the monitoring of an automated processing system 1.3 outline the health and safety, and food safety standards to be adhered to when monitoring an automated meat or poultry processing system 1.4 describe the key features of an automated meat or poultry processing system 1.5 explain the advantages and disadvantages of an automated processing system compared with manual or semi-automated operations			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor automated processing	2.1 explain the importance of monitoring product quality, yield and processing performance 2.2 outline why it is important to maximise yield and meet performance targets 2.3 summarise the signs and symptoms of ineffective processing 2.4 outline why it is important to complete processing records 2.5 summarise why it is important to deal with and report processing problems in accordance with FBO's procedures 2.6 outline procedures for the storage and removal of waste from an automated processing system			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Classify Meat/Poultry Carcases

Unit reference number: D/502/8035

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who classify carcases in a meat or poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace for those who classify meat/poultry carcases. The learner must be able to demonstrate their competent 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 classify meat or poultry	1.1 source the relevant classification specifications and the food business operator's (FBO) classification procedures 1.2 select and use personal protective clothing and equipment 1.3 check the availability and cleanliness of classification work area, tools and equipment 1.4 locate the meat or poultry that require classification, according to work schedule			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Classify meat or poultry	2.1 classify meat or poultry using the classification specification and FBO's procedures 2.2 maintain the correct rate of classification according to work schedule 2.3 handle carcases in a manner which maintains their quality and condition 2.4 ensure the classified meat or poultry is clearly labelled with its classification or grade 2.5 identify and deal with classification problems in accordance with the FBO's procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete classification of meat or poultry	3.1 transfer the classified meat or poultry to storage or further processing 3.2 dispose of waste in accordance with FBO's procedures 3.3 complete documentation and reporting in accordance with FBO's procedures			

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Unit 20: Monitor the Recovery of By-products and Disposal of Waste in Meat Processing

Unit reference number: H/502/8036

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce development for those who monitor the recovery of by-products and disposal of waste in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring the recovery of by-products and disposal of waste in a meat processing business. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 monitoring operations	1.1 select and use personal protective clothing and equipment for monitoring operations 1.2 contribute to planning of process operations to meet food business operator's (FBO) requirements 1.3 agree or confirm processing and output targets 1.4 ensure materials and supplies are available to meet output targets 1.5 arrange the processing areas to ensure that resources are available to meet the FBO's requirements 1.6 allocate staff to specific processing tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Organise and control the separation of by-products	2.1 organise work practices to separate by-products from waste 2.2 monitor the separation of by-products to protect their value and achieve optimum yield 2.3 ensure that FBO's procedures to store and forward by-products are followed 2.4 monitor the separation of waste to enable later handling and avoid cross-contamination 2.5 monitor the storage of waste to ensure that waste levels do not exceed acceptable volumes 2.6 follow FBO's procedures to deal with problems 2.7 complete and make available the required processing documentation			
3 Organise and control the recovery of by-products for further processing	3.1 organise work practices to recover by-product 3.2 monitor the processing and recovery of useful by-products to achieve quality specifications and optimum yield 3.3 ensure FBO's procedures for recovery are followed 3.4 deal with by-product and waste in ways which avoid cross-contamination			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Organise and control the disposal of waste and despatch of by-products	4.1 organise work practices to despatch by-products and dispose of waste 4.2 ensure that FBO's procedures are followed to: – despatch by-products – dispose of waste – deal with problems 4.3 handle separated waste in a way that avoids: – cross-contamination – environmental nuisance – reduction in commercial value – regulatory non-compliance			

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Unit 21: Understand how to Monitor the Recovery of By-products and Disposal of Waste in Meat Processing

Unit reference number: K/502/8037

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to monitor the recovery of by-products and disposal of waste in a meat or poultry processing business

The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to 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 the recovery of by-products and disposal of waste, in a meat or poultry processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 monitoring operations	1.1 describe how to use and interpret FBO's procedures for monitoring the recovery of by-products and disposal of waste 1.2 explain the importance of allocating staff with the competences to perform tasks and duties 1.3 explain why there is a need to update and amend schedules and resource information to meet business needs 1.4 describe the probable impact of non-availability of staff or resources 1.5 outline the communication methods and approaches required to maintain the monitoring of recovery of by-products and disposal of waste			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to organise and control separation and recovery operations	2.1 explain the purpose of monitoring the separation and recovery of by-products 2.2 describe how to identify when team or individual support is required and how to provide effective support 2.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting separation and recovery problems 2.4 explain the requirement for and use of quality control 2.5 explain the requirement for and use of maintenance and cleaning schedules 2.6 explain how to assess separation and recovery performance in terms of: – operational yield – target setting and achievement – compliance – improvement 2.7 describe the importance of reporting separation and recovery performance and improvement issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to organise and control disposal of waste and despatch of by-product	3.1 explain the purpose of monitoring the disposal of waste and despatch of by-products 3.2 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting problems for the disposal of waste and despatch of by-product 3.3 explain how to assess disposal and despatch performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.4 describe the importance of reporting disposal and despatch performance and improvement issues			

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Unit 22: Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing

Unit reference number: M/502/8038

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce development for those who monitor the recovery of co-products and disposal of waste in a meat processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring the recovery of co-products and disposal of waste in a meat processing business. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 monitoring operations	1.1 select and use personal protective clothing and equipment for monitoring operations 1.2 contribute to planning of process operations to meet food business operator's (FBO) requirements 1.3 agree or confirm processing and output targets 1.4 ensure materials and supplies are available to meet output targets 1.5 arrange the processing areas to ensure that resources are available to meet the FBO's requirements 1.6 allocate staff to specific processing tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Organise and control the recovery of co-products	2.1 organise work practices to recover co-products from waste 2.2 monitor the recovery of co-products to protect their value and achieve optimum yield 2.3 ensure that FBO's procedures to store and forward co-products are followed 2.4 monitor the removal of waste to enable later handling and avoid cross-contamination 2.5 monitor the storage of waste to ensure that waste levels do not exceed acceptable volumes 2.6 follow FBO's procedures to deal with problems 2.7 complete and make available the required processing documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Organise and control the disposal of waste and despatch of co-products	3.1 organise work practices to despatch co-products and dispose of waste 3.2 ensure that FBO's procedures are followed to: – despatch by-products – dispose of waste – deal with problems 3.3 handle separated waste in a way that avoids: – cross-contamination – reduction in commercial value – regulatory non-compliance 3.4 follow FBO's procedures to deal with problems 3.5 complete and make available the required processing documentation			

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Unit 23: Understand how to Monitor the Recovery of Co-products and Disposal of Waste in Meat Processing

Unit reference number: T/502/8039

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to monitor the recovery of co-products and disposal of waste, in a meat or poultry processing business

The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to 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 the recovery of co-products and disposal of waste, in a meat or poultry processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 monitoring operations	1.1 describe how to use and interpret FBO's procedures for monitoring the recovery of co-products and disposal of waste 1.2 explain the importance of allocating staff with the competences to perform tasks and duties 1.3 explain why there is a need to update and amend schedules and resource information to meet business needs 1.4 describe the probable impact of non-availability of staff or resources 1.5 outline the communication methods and approaches required to maintain the monitoring of recovery of co-products and disposal of waste			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to organise and control recovery operations	2.1 explain the purpose of monitoring the recovery of co-products 2.2 describe how to identify when team or individual support is required and how to provide effective support 2.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting recovery problems 2.4 explain the requirement for and use of quality control 2.5 explain the requirement for and use of maintenance and cleaning schedules 2.6 explain how to assess recovery performance in terms of: – operational yield – target setting and achievement – compliance – improvement 2.7 describe the importance of reporting recovery performance and improvement issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to organise and control disposal of waste and despatch of co-product	3.1 explain the purpose of monitoring the disposal of waste and despatch of co-products 3.2 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting problems for the disposal of waste and despatch of co-product 3.3 explain how to assess disposal and despatch performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.4 describe the importance of reporting disposal and despatch performance and improvement issues			

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(*if sampled*)

Unit 24: Monitor Primal Butchery in Meat Processing

Unit reference number: K/502/8040

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who monitor primal butchery in a meat or poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring primal butchery in meat or poultry 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 Organise and prepare for primal meat or poultry butchery	1.1 select and use personal protective clothing and equipment for monitoring primal butchery 1.2 contribute to throughput planning to meet primal butchery requirements 1.3 confirm primal butchery requirements and output targets, and plan processing activities 1.4 arrange the primal butchery area to ensure that resources are available to meet the food business operator's (FBO) requirements including: – tools and equipment – raw materials and supplies 1.5 allocate staff to specific tasks and duties taking account of their competence and experience 1.6 identify and report any non-compliance or shortfall in resource or staff requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control primal meat or poultry butchery	2.1 oversee primal butchery and provide support to ensure that processing flow and yield is maintained 2.2 identify problems affecting the quality or quantity of output from primal butchery including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from primal butchery according to FBO procedures 2.4 report problems affecting the quality or quantity of output from primal butchery 2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO's procedures 2.6 ensure that products are stored or transferred to the next stage of processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report monitoring of primal meat or poultry butchery	3.1 complete and make available primal butchery monitoring and processing information/ documentation 3.2 report faults and matters that affect future processing performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for processing improvement or about the implementation of improvements			

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Unit 25: Understand how to Monitor Primal Butchery in Meat Processing

Unit reference number: M/502/8041

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who need to understand how to monitor primal butchery in a meat processing business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 primal butchery in a meat processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 plan schedules and resources for primal butchery	1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing primal butchery 1.2 define the primal butchery team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing primal butchery 1.4 explain the probable impact of inadequate process scheduling and resourcing			
2 Understand how to prepare for monitoring of primal butchery	2.1 describe how to use and interpret FBO's procedures for primal butchery 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain primal butchery processing			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor and report on primal butchery	3.1 explain the purpose of monitoring primal butchery operations 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting primal butchery problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess primal butchery performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.7 describe the importance of reporting primal butchery performance and improvement issues.			

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Unit 26: Monitor Secondary Butchery in Meat Processing

Unit reference number: T/502/8042

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who monitor secondary butchery in a meat or poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring secondary butchery in meat or poultry 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 Organise and prepare for secondary meat or poultry butchery	1.1 select and use personal protective clothing and equipment for monitoring secondary butchery 1.2 contribute to throughput planning to meet secondary butchery requirements 1.3 confirm secondary butchery requirements and output targets, and plan processing activities 1.4 arrange the secondary butchery area to ensure that resources are available to meet the food business operator's (FBO) requirements including: – boning – seaming or filleting – trimming 1.5 allocate staff to specific tasks and duties taking account of their competence and experience 1.6 identify and report any non-compliance or shortfall in resource or staff requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control secondary meat or poultry butchery	2.1 oversee secondary butchery and provide support to ensure that processing flow and yield is maintained 2.2 identify problems affecting the quality or quantity of output from secondary butchery including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from secondary butchery according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from secondary butchery 2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO's procedures 2.6 ensure that products are stored or transferred to the next stage of processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report monitoring of secondary meat or poultry butchery	3.1 complete and make available secondary butchery monitoring and processing information/ documentation 3.2 report faults and matters that affect future processing performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for processing improvement or about the implementation of improvement			

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Unit 27: Understand how to Monitor Secondary Butchery in Meat Processing

Unit reference number: A/502/8043

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who need to understand how to monitor secondary butchery in a meat processing business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 secondary butchery in a meat processing business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 plan schedules and resources for secondary butchery	1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing secondary butchery 1.2 define the secondary butchery team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing secondary butchery 1.4 explain the probable impact of inadequate process scheduling and resourcing			
2 Understand how to prepare for monitoring of secondary butchery	2.1 describe how to use and interpret FBO's procedures for secondary butchery 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain secondary butchery processing			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor and report on secondary butchery	3.1 explain the purpose of monitoring secondary butchery operations 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting secondary butchery problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess secondary butchery performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.7 describe the importance of reporting secondary butchery performance and improvement issues			

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Unit 28: Monitor Butchery in Sales Operations

Unit reference number: J/502/8045

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who monitor butchery in a meat and poultry wholesale or sales business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring butchery in a meat and poultry sales operation. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 and prepare for meat and poultry butchery	1.1 select and use personal protective clothing and equipment for monitoring butchery 1.2 contribute to planning butchery to meet business requirements 1.3 confirm butchery requirements and output targets, and plan butchery activities 1.4 arrange the butchery area to ensure that resources are available to meet the food business operator's (FBO) requirements including: – primal cutting – boning – seaming or filleting – trimming – slicing/dicing – jointing/stringing 1.5 allocate staff to specific tasks and duties taking account of their competence and experience 1.6 identify and report any non-compliance or shortfall in resource or staff requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control meat and poultry butchery	2.1 oversee butchery and provide support to ensure that butchery output and yield is maintained 2.2 identify problems affecting the quality or quantity of output from butchery including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from butchery according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from butchery 2.5 deal with products that deviate from quality specifications according to FBO's procedures 2.6 ensure that products are stored or transferred to the next stage of handling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report monitoring of meat and poultry butchery	3.1 complete and make available butchery monitoring information/documentation 3.2 report faults and matters that affect future butchery performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for improvement or about the implementation of improvement			

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Unit 29: Understand how to Monitor Butchery in Sales Operations

Unit reference number: L/502/8046

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

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

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 butchery in a meat and poultry wholesale or sales business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 plan schedules and resources for butchery	1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing butchery 1.2 define the butchery team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing butchery 1.4 explain the probable impact of inadequate process scheduling and resourcing			
2 Understand how to prepare for monitoring of butchery	2.1 describe how to use and interpret FBO's procedures for butchery 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain butchery processing			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor and report on butchery	3.1 explain the purpose of monitoring butchery operations 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting butchery problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess butchery performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.7 describe the importance of reporting butchery performance and improvement issues			

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Unit 30: Monitor the Manufacture of Meat Products/Preparations

Unit reference number: R/502/8047

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who monitor the manufacture of meat products/preparations in a meat or poultry business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring the manufacture of meat products/preparations in a meat or poultry business. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 and prepare for manufacture of meat products or preparations	1.1 select and use personal protective clothing and equipment for manufacture 1.2 contribute to planning manufacture to meet business requirements 1.3 confirm manufacturing requirements and output targets, and plan manufacturing activities 1.4 arrange the manufacturing area to ensure that resources are available to meet the food business operator's (FBO) requirements 1.5 allocate staff to specific tasks and duties taking account of their competence and experience 1.6 identify and report any non-compliance or shortfall in resource or staff requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control the manufacture of meat products or preparations	2.1 oversee manufacture and provide support to ensure that output and yield is maintained 2.2 identify problems affecting the quality or quantity of output from manufacture including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from manufacture according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from manufacture 2.5 deal with products that deviate from quality specifications according to FBO's procedures 2.6 ensure that products are stored or transferred to the next stage of handling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report on monitoring of meat product or preparation manufacture	3.1 complete and make available manufacture monitoring information/documentation 3.2 report faults and matters that affect future manufacturing performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for improvement or about the implementation of improvement			

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Unit 31: Understand how to Monitor the Manufacture of Meat Products/Preparations

Unit reference number: Y/502/8048

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who need to understand how to monitor the manufacture of meat products/preparations in a food business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 the manufacture of meat products/preparations in a food business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 plan schedules and resources for manufacture of meat products/preparations	1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing manufacture 1.2 define the manufacturing team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing manufacture 1.4 explain the probable impact of inadequate process scheduling and resourcing			
2 Understand how to prepare for monitoring of meat product/preparation manufacture	2.1 describe how to use and interpret FBO's procedures for manufacture 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain manufacture			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor and report on meat product/preparation manufacture	3.1 explain the purpose of monitoring manufacturing operations 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting manufacturing problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess manufacturing performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.7 describe the importance of reporting manufacturing performance and improvement issues			

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Unit 32: Monitor Treatment Operations in Meat Processing

Unit reference number: D/502/8049

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who monitor treatment operations eg curing, injecting, marinating, massaging, smoking and tumbling in a meat or poultry processing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring treatment operations, eg curing, injecting, marinating, massaging, smoking and tumbling in a meat or poultry processing business. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 and prepare for meat or poultry treatment operations	1.1 select and use personal protective clothing and equipment for treatment operations 1.2 contribute to planning treatment operations to meet business requirements 1.3 confirm treatment operational requirements and output targets, and plan activities 1.4 arrange the treatment operations area to ensure that resources are available to meet the food business operator's (FBO) requirements 1.5 allocate staff to specific tasks and duties taking account of their competence and experience 1.6 identify and report any non-compliance or shortfall in resource or staff requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control meat or poultry treatment operations	2.1 oversee treatment operations and provide support to ensure that output and yield is maintained 2.2 identify problems affecting the quality or quantity of output from treatment operations including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from treatment operations according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from treatment operations 2.5 deal with products that deviate from quality specifications according to FBO's procedures 2.6 ensure that products are stored or transferred to the next stage of handling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report on monitoring of meat or poultry treatment operations	3.1 complete and make available treatment operations monitoring information/documentation 3.2 report faults and matters that affect future treatment operations performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for improvement or about the implementation of improvement			

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Unit 33: Understand how to Monitor Treatment Operations in Meat Processing

Unit reference number: R/502/8050

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to monitor treatment operations, eg curing, injecting, marinating, massaging, smoking, steaming and tumbling in a food business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 treatment operations, eg curing, injecting, marinating, massaging, smoking, steaming and tumbling in a food business. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to plan schedules and resources for meat or poultry treatment operations	1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing treatment operations 1.2 define the treatment operations team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing treatment operations 1.4 explain the probable impact of inadequate process scheduling and resourcing			
2 Understand how to prepare for monitoring of meat or poultry treatment operations	2.1 describe how to use and interpret FBO's procedures for treatment operations 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain treatment operations			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor and report on meat or poultry treatment operations	3.1 explain the purpose of monitoring treatment operations 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting treatment operations problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess treatment operations performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.7 describe the importance of reporting treatment operations performance and improvement issues			

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Unit 34: Monitor the Slicing and Wrapping of Meat/Meat Products

Unit reference number: Y/502/8051

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who monitor slicing and wrapping of meat/meat products in a meat/poultry processing or sales business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring slicing and wrapping of meat/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 Organise and prepare for slicing and wrapping of meat or meat products	1.1 select and use personal protective clothing and equipment for slicing and wrapping 1.2 contribute to planning slicing and wrapping to meet business requirements 1.3 confirm slicing and wrapping requirements and output targets, and plan activities 1.4 arrange the slicing and wrapping area to ensure that resources are available to meet the food business operator's (FBO) requirements 1.5 allocate staff to specific tasks and duties taking account of their competence and experience. 1.6 identify and report any non-compliance or shortfall in resource or staff requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control slicing and wrapping of meat or meat products	2.1 oversee slicing and wrapping and provide support to ensure that output and yield is maintained 2.2 identify problems affecting the quality or quantity of output from slicing and wrapping including: – technical issues – resource issues – compliance issues 2.3 deal with problems affecting the quality or quantity of output from slicing and wrapping according to FBO's procedures 2.4 report problems affecting the quality or quantity of output from slicing and wrapping 2.5 deal with products that deviate from quality specifications according to FBO's procedures 2.6 ensure that products are stored or transferred to the next stage of handling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and report on monitoring of slicing and wrapping of meat or meat products	3.1 complete and make available slicing and wrapping monitoring information/documentation 3.2 report faults and matters that affect future slicing and wrapping performance, tools and equipment 3.3 ensure that maintenance and cleaning records are complete 3.4 ensure that handover or shut down procedures are followed 3.5 make recommendations for improvement or about the implementation of improvement			

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Unit 35: Understand how to Monitor the Slicing and Wrapping of Meat/Meat Products

Unit reference number: J/502/8059

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who need to understand how to monitor the slicing and wrapping of meat/meat products in a food business.

The unit is designed for use primarily by team leaders, supervisors, managers and others 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 the slicing and wrapping of meat/meat products in a food business.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 plan schedules and resources for slicing and wrapping of meat/meat products	1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing slicing and wrapping 1.2 define the slicing and wrapping team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing slicing and wrapping 1.4 explain the probable impact of inadequate process scheduling and resourcing			
2 Understand how to prepare for monitoring of slicing and wrapping of meat/meat products	2.1 describe how to use and interpret FBO's procedures for slicing and wrapping 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain slicing and wrapping			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor and report on slicing and wrapping of meat/meat products	3.1 explain the purpose of monitoring slicing and wrapping 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting slicing and wrapping problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess slicing and wrapping performance in terms of: – operational yield – target setting and achievement – compliance – improvement 3.7 describe the importance of reporting slicing and wrapping performance and improvement issues			

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Unit 36: Plan and Coordinate Bake-off Operations in Food Manufacture

Unit reference number: J/602/4569

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who plan and coordinate bake-off operations in a food manufacturing business.

The unit is designed for use primarily by supervisors and 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 planning and coordinating bake-off operations in food manufacture. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan resources to meet expected demand for bake-off operations	1.1 ensure the plan includes sufficient personnel to undertake all work activities required to meet expected bake-off demand 1.2 ensure the plan allocates personnel with relevant competencies to appropriate work activities 1.3 confirm availability of the following items required for planned bake-off operations: – tools – equipment – resources 1.4 include contingency plans to deal with potential problems 1.5 ensure the plan complies with all legal and standard operational requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor bake-off operations against production requirements	2.1 monitor progress against targets 2.2 provide supervision and support to the team to resolve difficulties and ensure targets are met 2.3 report difficulties outside own sphere of responsibility to the relevant people 2.4 ensure that records of bake-off operations are accurate, complete and stored for easy retrieval 2.5 take corrective action to deal with technical or material faults 2.6 ensure that bake-off operations meet legal and standard operational requirements 2.7 manage risk and ensure the workplace is hazard-free			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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Internal verifier signature: _____ Date: _____
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Unit 37: Understand how to Plan and Coordinate Bake-off Operations in Food Manufacture

Unit reference number: A/602/4570

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who plan and coordinate bake-off operations in a food manufacturing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning and coordinating bake-off operations 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 plan bake-off operations	1.1 describe the key features of legal and operational requirements relating to bake-off operations 1.2 explain how to plan resources to meet planned and expected demand 1.3 describe how to estimate and allow for contingencies 1.4 describe the competence and development needs of personnel 1.5 describe how to check on the availability of materials			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to coordinate bake-off operations	2.1 describe the tools and equipment used in bake-off operations and their safe use 2.2 describe the potential hazards and risks in the working environment 2.3 explain how to supervise and support people to achieve objectives 2.4 describe how to take corrective actions within the limits of own responsibility 2.5 describe how to keep quality records and their applicability to bake-off operations			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 38: Maximise Sales in a Food Retail Environment

Unit reference number: D/601/5280

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify opportunities to increase retail sales through promotions and displays	1.1 use current and recent performance, and other relevant information to identify opportunities to increase sales 1.2 plan promotions and displays and communicate and agree these plans with the relevant people 1.3 encourage staff to identify potential opportunities to increase retail sales 1.4 organise promotional materials and ensure product availability 1.5 inform colleagues and staff of plans in advance			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Organise the promotion and display of food and drink products for sale	2.1 ensure that materials and equipment are clean, safe and in working order before use 2.2 organise sufficient resources to complete display requirements 2.3 explain the promotion's purpose and the display standards clearly to staff 2.4 organise handling and display of products within the required time limits to avoid presentation risks of contamination or damage 2.5 ensure the completed presentation fulfils the requirements of the promotional plan 2.6 select accurate and legal product/service information and ensure it is positioned to promote the products/services effectively to customers			

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

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Unit 39: Understand how to Maximise Sales of Food Products in a Retail Environment

Unit reference number: R/601/5292

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

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

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

Assessment requirements/evidence requirements

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

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 confirm with required standards for displaying goods	1.1 explain why it is important to check the accuracy and legal probity of information and how to check this information 1.2 detail rights, duties and responsibilities relating to the sale of goods act 1.3 define the organisation's display standards 1.4 explain the advantages and disadvantages of different price marking methods 1.5 describe the types of product to which different price marking methods are appropriate, and how to implement them 1.6 explain pricing policy and price changes and sources of information on prices 1.7 define the legal requirements to be met in pricing goods for sale			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with problems in displaying goods	2.1 explain why it is important to take corrective action promptly when problems with pricing are identified 2.2 describe the causes of stock deterioration and damage and how these impact upon products 2.3 explain procedures for: – stock replenishment – stock rotation-n – stock monitoring – dealing with sub-standard goods			
3 Know how to assess and monitor displays	3.1 explain how to collect, collate, record and monitor pricing information and why it is important to do this 3.2 describe how to select and implement appropriate assessment methods for the promotion/display and why this is important 3.3 describe how to keep records and why it is important to do this			

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Unit 40: Understand how to Plan to Maximise Sales of Food Products in a Retail Environment

Unit reference number: D/601/5294

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

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

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

Assessment requirements/evidence requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to identify sales and demand	1.1 explain how to identify and assess sales opportunities 1.2 explain how seasonal trends affect opportunities for sales 1.3 outline trends in the level of demand 1.4 describe the relationship between using promotions and displays and increasing sales 1.5 explain how to promote products in ways that gain and build customer interest			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to plan promotions	2.1 explain how to plan promotions, including the type and quantity of resources required 2.2 communicate promotional plans to others 2.3 describe how to promote the features and benefits of products 2.4 describe required pricing, appearance and condition of goods 2.5 explain how to brief staff, using methods appropriate to the subject and target group 2.6 describe how to encourage constructive participation from staff on the promotion/display 2.7 explain how to plan for and use displays, including: – space required – timescales – set up 2.8 outline the standards of cleaning and preparation required for the display			

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

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Unit 41: Set up and Maintain Food Retail Operations

Unit reference number: M/602/4579

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who set up and maintain retail operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, setting up and maintaining food retail operations. It needs to be assessed on the job.

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 retail operations	1.1 agree and confirm standards and targets for retail operations to meet business requirements 1.2 provide support and supervision to enable own team to meet specified targets and standards 1.3 allocate resources to ensure that standards and targets are met 1.4 allocate tasks and instruct relevant people to ensure that standards and targets are met			
2 Maintain the effectiveness and efficiency of retail operations	2.1 monitor that standards and targets are being met 2.2 identify and resolve problems in retail operations within the limit of own responsibilities 2.3 measure work outputs and achievements against targets in order to identify potential improvements to the retail process 2.4 ensure that all records and documentation are legible, accurate and complete			

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Unit 42: Monitor Effectiveness of Food Retail Operations

Unit reference number: H/602/4580

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor retail operations	1.1 monitor retail operations against targets 1.2 check that the quality of the products and customer service are maintained 1.3 adapt allocation of work activities to meet changing priorities and targets 1.4 report factors influencing effectiveness which are outside own area of responsibility to the relevant people 1.5 make recommendations to improve retail operations to the relevant people			
2 Control risk in the workplace	2.1 monitor correct and safe use of all tools and equipment to minimise risk 2.2 identify and take corrective action regarding potential and actual hazards in the workplace			

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Unit 43: Understand how to Coordinate Food Retail Operations

Unit reference number: K/602/4581

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to set up and maintain food retail operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when setting up and maintaining food retail operations.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to set up retail operations in food operations	1.1 outline the key features of legal and operational requirements 1.2 describe the standard operating procedures with respect to retail operations 1.3 explain how to set and agree targets for retail operations			
2 Know how to maintain retail operations in food operations	2.1 explain why it is important to have cost-effective and efficient retail operations 2.2 explain why it is important to work to targets and standards 2.3 describe what action to take on variances and non-compliance in maintaining conditions 2.4 describe the corrective action to take and procedures to follow when dealing with contingencies			

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Unit 44: Plan and Coordinate Food Services

Unit reference number: M/602/4582

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who plan and coordinate food services 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, planning and coordinating food services. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan resources to meet expected demand	1.1 plan sufficient resources and personnel to undertake all work activities required to meet expected demand 1.2 allocate relevant personnel with required abilities to work activities 1.3 confirm availability of resources required for planned and expected demand 1.4 include contingency plans, based on own review of possible difficulties, which may be encountered 1.5 check that own plan is in line with all legal and standard operational requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor food services	2.1 monitor consistently the progress against targets and standards 2.2 provide supervision and support to own team to resolve difficulties and ensure targets are met 2.3 report difficulties outside own area of responsibility to relevant personnel 2.4 take corrective action where technical or material faults threaten the effectiveness and achievement of targets and standards 2.5 follow legal and standard operational requirements 2.6 manage risk and ensure the workplace is free of hazards			

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Unit 45: Understand how to Plan and Coordinate Food Services

Unit reference number: A/602/4584

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who understand how to plan and coordinate food services 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 planning and coordinating food services.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 plan food services	1.1 outline the key features of legal and standard operational requirements relating to food and drink services 1.2 explain how to plan resources to meet planned and anticipated demand 1.3 explain how to estimate and allow for contingencies 1.4 describe how to check on availability of materials 1.5 describe the types of tools and equipment and how to use them safely 1.6 describe how to identify potential hazards and risks in the working environment			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to coordinate food services	2.1 assess the development needs and abilities of relevant personnel 2.2 explain how to supervise and support people to achieve objectives 2.3 explain how to use and interpret quality records in food and drink services 2.4 outline how to take corrective actions within own area of responsibility 2.5 explain how to develop and improve food and drink service operations			

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Unit 46: Set up and Maintain Food Service Operations

Unit reference number: F/602/4585

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who set up and maintain food service operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, setting up and maintaining food service 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 food service operations	1.1 agree and confirm standards and targets for food service operations to meet business requirements 1.2 allocate tasks and instruct relevant people to ensure that standards and targets are met 1.3 provide support and supervision to enable the team to meet specified targets and standards 1.4 allocate resources to ensure that standards and targets are met			
2 Maintain the effectiveness and efficiency of food service operations	2.1 check that standards and targets are being met 2.2 identify and resolve problems in food service operations within the limit of own responsibilities 2.3 measure work outputs and achievements against targets to identify potential improvements 2.4 ensure that all records and documentation are legible, accurate and complete			

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Unit 47: Monitor Effectiveness of Food Service Operations

Unit reference number: J/602/4586

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who monitor effectiveness of food service operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring effectiveness of food service 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 food service operations	1.1 monitor food service operations against targets 1.2 check that the quality of the products and customer service are maintained 1.3 adapt allocation of work activities to meet changing priorities and targets 1.4 report to the relevant people factors influencing effectiveness which are outside own area of responsibility 1.5 make recommendations to the relevant people to improve food service operations			
2 Control risk in the workplace	2.1 monitor safe use of all tools and equipment to minimise risk 2.2 identify potential and actual hazards and take corrective action to deal with them 2.3 ensure food safety operations comply with organisational and legal requirements			

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Unit 48: Understand how to Set up and Maintain Food Service Operations

Unit reference number: L/602/4587

QCF level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to set up and maintain food service operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when setting up and maintaining food service 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 set up food service operations	1.1 outline the key features of legal and operational requirements 1.2 outline the standard operating procedures for food service operations 1.3 explain how to set and agree targets for food service operations			
2 Know how to maintain food service operations	2.1 explain why it is important to have cost-effective and efficient food service operations 2.2 explain why it is important to work to targets and standards 2.3 describe what action to take on variances and non-compliance in maintaining conditions 2.4 describe the corrective action and procedures to follow when dealing with contingencies			

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Unit 49: Organise the Receipt and Storage of Goods and Materials in Food Operations

Unit reference number: F/602/4571

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who organise the receipt and storage of 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, organising the receipt and storage of 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 Receive and assess deliveries against requirements	1.1 conduct a briefing for staff before deliveries are received 1.2 ensure that goods receiving area and adequate storage space is prepared for the delivery 1.3 carry out checks to ensure that deliveries are unloaded safely and securely 1.4 check delivery records to ensure that goods comply with own organisation's service requirements 1.5 identify and resolve issues with discrepancies and delivery problems 1.6 ensure that documentation is completed and processed			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Organise and maintain storage facilities	2.1 organise storage facilities to reflect operational needs, safety requirements and preservation of goods 2.2 ensure that staff roles are allocated and clearly explained 2.3 ensure staff are trained and provided with information on the operation of the storage system 2.4 check that staff are storing and moving goods safely and securely 2.5 maintain accurate current records that are easily accessible to all 2.6 develop and update contingency plans to deal with abnormal situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Monitor and maintain stock movement and storage practice	3.1 maintain a routine for checking stock and storage 3.2 monitor the storage and movement of stock 3.3 carry out spot checks at regular intervals 3.4 identify out-of-date stock promptly and take remedial action to meet organisational and legal requirements			

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Unit 50: Understand how to Organise the Receipt and Storage of Goods and Materials in Food Operations

Unit reference number: J/602/4572

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to organise the receipt and storage of goods and materials 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 organising the receipt and storage of 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 in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the organisation skills required for effective handling of incoming goods	1.1 explain the procedures for the receipt and handling of different types of goods 1.2 describe the procedures for dealing with discrepancies and late deliveries 1.3 explain the information that staff require to receive goods 1.4 define the business criteria for accepting goods 1.5 explain the importance of checking goods after uploading 1.6 describe the recording and control systems for checking goods received 1.7 describe safety and security procedures that apply to receiving goods and materials			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to organise storage facilities and stock records	2.1 describe how to assess storage needs 2.2 describe the causes of stock deterioration and how to protect it from damage 2.3 determine storage layout and solve storage problems 2.4 explain how to run the stock recording and control systems 2.5 describe the information required by colleagues to operate the storage system 2.6 define food manufacturing legal requirements for storing goods and materials 2.7 explain how to organise both routine and spot checks of stock and storage 2.8 describe legal and organisational requirements for removing out-of-date stock 2.9 explain the organisation's monitoring process for storing and moving stock			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the organisational business policies and procedures	3.1 explain business systems and procedures for moving and storing goods and materials 3.2 describe company policy and procedures relating to goods susceptible to damage 3.3 assess own business requirements and quality standards 3.4 evaluate alternative ideas for moving and storing stock to make profitable changes			

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Unit 51: Monitor and Maintain Storage Conditions in Food Operations

Unit reference number: Y/602/1708

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring and maintaining storage conditions in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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Unit 52: Monitor Stored Goods and Materials in Food Operations

Unit reference number: Y/602/4575

QCF level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring stored 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 Monitor goods and materials effectively	1.1 observe regular monitoring of goods and materials in order to identify discrepancies and defects 1.2 follow organisation's monitoring/checking guidelines 1.3 identify and report defects and discrepancies in goods and materials 1.4 mark and separate out goods and materials whose condition present a hazard 1.5 evaluate the results of monitoring to identify suggestions for improving storage conditions			

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Unit 53: Monitor and Maintain Storage Systems and Procedures in Food Operations

Unit reference number: D/601/5179

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring and maintaining storage systems and procedures in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
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Unit 54: Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations

Unit reference number: D/601/5182

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to monitor and maintain storage systems and procedures in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and maintaining storage systems and procedures in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 monitoring and maintaining food and drink storage systems and procedures	1.1 explain how to identify and respond to storage problems 1.2 explain the importance of storing products according to their nature and characteristics 1.3 describe storage systems available 1.4 describe how to make optimum use of storage space 1.5 explain the importance of making the best use of storage space			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to evaluate procedures and make recommendations for changes	2.1 explain the company procedures in relation to hygiene, health and safety and the environment 2.2 describe how to assess control systems available for monitoring the condition of materials and the storage facility 2.3 evaluate handling and storage systems and procedures for effectiveness 2.4 explain how to respond effectively to deficiencies in control systems and procedures 2.5 describe the importance of implementing the monitoring and review procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
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Unit 55: Maintain Plant and Equipment in Food Operations

Unit reference number: D/602/5811

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, maintaining 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 Plan maintenance activities	1.1 access and interpret relevant information and instructions 1.2 evaluate the impact of instructions on operations 1.3 prioritise own work activities 1.4 interpret maintenance log 1.5 refer to planned maintenance schedule			
2 Prepare for maintenance activities	2.1 identify resources that will be required 2.2 ensure resources are fit for purpose 2.3 prepare work area for maintenance activity			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate plans to the relevant people	3.1 check that maintenance activities are correctly authorised 3.2 report maintenance events to relevant colleagues 3.3 complete and process required documentation			
4 Undertake maintenance activities	4.1 monitor and adhere to procedures 4.2 use tools, materials, equipment and techniques that are fit for purpose 4.3 identify defects and discrepancies in components 4.4 take the necessary corrective action 4.5 minimise the wastage of consumable items 4.6 dispose of non-reusable items 4.7 leave plant and equipment safe, tidy and fit for future use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Report on maintenance activities	5.1 ensure uncompleted work is recorded and reported to relevant people 5.2 evaluate the effectiveness of maintenance activities 5.3 communicate with managers and colleagues 5.4 complete and process required documentation			

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Unit 56: Understand how to Maintain Plant and Equipment in Food Operations

Unit reference number: K/602/5830

QCF level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining 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 planned maintenance	1.1 outline the importance of monitoring and adhering to procedures, to include: – health and safety – food safety – environmental 1.2 explain how to assess the maintenance requirements of plant and equipment 1.3 describe limits of own authority when carrying out maintenance and the importance of working within them 1.4 evaluate the effectiveness of planned maintenance 1.5 describe the implications of not carrying out maintenance 1.6 outline how to evaluate the effectiveness of maintenance 1.7 evaluate the materials selection process 1.8 describe typical defects and discrepancies due to ineffective maintenance			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out maintenance	2.1 describe the importance of documentation required for maintenance 2.2 describe how plant operating systems work 2.3 explain the impact of maintenance on operations 2.4 describe how to leave plant and equipment safe, tidy and fit for use 2.5 describe information and resources required for maintenance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to carry out and remedial maintenance	3.1 explain what to do if maintenance uncovers unexpected problems 3.2 describe what to do if resources are not fit for purpose 3.3 evaluate effective waste minimisation procedures 3.4 describe how to communicate remedial actions to relevant people 3.5 explain how to evaluate the effectiveness of maintenance activities			

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Unit 57: Interpret and Communicate Information and Data in Food Operations

Unit reference number: J/601/5225

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who interpret and communicate information and data in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, interpreting and communicating information and data in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify relevant information and data	1.1 identify the required information and data 1.2 check what data is already available 1.3 identify information and data sources for additional requirements 1.4 collect additional information and data where required			
2 Interpret information and data	2.1 check that information and data is: – relevant – sufficient – complete 2.2 interpret information and data so that it is understood by the target audience 2.3 select information that is relevant to the target audience 2.4 check the interpretation of the selected information and data			

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

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Unit 58: Understand how to Interpret and Communicate Information and Data in Food Operations

Unit reference number: L/601/5226

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to interpret and communicate information and data in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when interpreting and communicating information and data in food operations.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 identify and confirm information and data	1.1 describe good practice in the collection and interpretation of information and data 1.2 describe how to liaise with colleagues to confirm data interpretation 1.3 summarise how to identify relevant information			
2 Know how to source information and data	2.1 describe types of computer system and how they are used to provide information and data 2.2 describe common data analysis techniques 2.3 explain how to analyse and interpret data 2.4 describe how to retrieve information and data from different sources 2.5 list the location of sources of information and data			

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

Learner name: _____ Date: _____

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Unit 59: Control Energy Efficiency in Food Operations

Unit reference number: A/602/4701

QCF level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who control energy efficiency in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling energy efficiency 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 Maintain measures that support sustainable energy usage	1.1 obtain and interpret the organisation's sustainability targets for own area of responsibility 1.2 ensure production processes and working practices comply with: – organisational targets – quality specifications – legal requirements 1.3 ensure production processes and working practices make efficient use of resources 1.4 monitor the working practices and evaluate energy usage and efficiency			
2 Promote measures that support sustainable energy usage	2.1 inform others of their responsibilities in relation to organisational targets to promote energy efficiency 2.2 support others in avoiding energy wastage 2.3 encourage others to overcome barriers, improve working practices and energy efficiency 2.4 provide training to improve energy efficiency			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Promote the development of sustainable energy usage	3.1 identify and make opportunities to encourage others to adopt more energy-efficient working practices 3.2 develop and communicate to others recommendations for efficiency improvements 3.3 present recommendations that support the further development of sustainable practice: – at an appropriate time – with the right level of detail			

Learner name: _____ Date: _____

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Unit 60: Contribute to Continuous Improvement of Food Safety in Operations

Unit reference number: R/602/5627

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who contribute to continuous improvement of food safety in a food or animal feed 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 contributing to continuous improvement of food safety in operations or animal feed production.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 improving food safety	1.1 identify and report factors or issues that may affect food safety 1.2 contribute to the review of existing procedures relating to food safety 1.3 contribute to the introduction of new procedures relating to food safety 1.4 participate in team meetings to contribute improvements in procedures and processes			
2 Comply with food safety standards and procedures	2.1 interpret food safety standards 2.2 comply with new standards and procedures			

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Unit 61: Understand how to Contribute to Continuous Improvement of Food Safety in Operations

Unit reference number: Y/602/5628

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce development for those who understand how to monitor food safety management procedures in a food or animal feed business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring food safety management procedures 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 about food safety management procedures	1.1 describe food safety management procedures 1.2 explain the importance of food safety management procedures 1.3 define the following terms: – critical control points – control points – critical limits – relevant variance 1.4 describe the importance of monitoring critical control points and control points 1.5 describe methods used to monitor critical control points and control points 1.6 explain the impact of variance at critical control points and control points on food safety			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the checks and reporting procedures to control food safety	2.1 describe the type and frequency of checks required to control food safety 2.2 explain how to obtain verification of food safety checks 2.3 explain how to interpret and use specifications 2.4 describe the reporting procedures when control measures fail 2.5 explain how to maintain food safety control records 2.6 explain how traceability works and its importance to food safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to contribute to food safety management	3.1 describe the corrective action to reduce, control or eliminate food safety hazards, to include: – microbiological – chemical – physical – substances that cause allergic reactions 3.2 explain why it is important to contribute to the process of continuous improvement			

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Unit 62: Carry out Sampling for Quality Control in Food Operations

Unit reference number: D/601/8311

QCF level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who carry out sampling for quality control in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out sampling for quality control in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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			

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Unit 63: Understand how to Carry out Sampling for Quality Control in Food Operations

Unit reference number: H/601/8312

QCF level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

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

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

Assessment requirements/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			

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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: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
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Unit 64: Report on Compliance with Food Safety Requirements in Operations

Unit reference number: J/601/9680

QCF level: 4

Credit value: 4

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who report on compliance with food safety requirements in a food or animal feed business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, reporting on compliance with food safety requirements 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 Evaluate internal audits of the food safety management system	1.1 specify the scope of the audit conducted 1.2 report effective working of food safety management systems 1.3 analyse and document areas of non-compliance with the food safety management system 1.4 assess the risks and impact of non-compliance 1.5 provide an evaluation of the results against the organisation's quality systems, relevant standards and best practice			
2 Produce timescales for action	2.1 produce and agree a timescale in conjunction with others to ensure compliance is maintained 2.2 discuss implementation of preventative action to minimise instances of non-compliance			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Present internal audit reports	3.1 verify preventative and corrective action as part of the audit 3.2 compile a report on long term audit trends 3.3 circulate audit report to key organisational contacts			

Learner name: _____ Date: _____

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Unit 65: Understand how to Report on Compliance with Food Safety Requirements in Operations

Unit reference number: L/601/9681

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who need to understand food safety auditing in a food or animal feed business.

The unit is designed for use primarily by managers and others 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 food safety auditing in operations or animal feed production. It can be assessed on or off the job.

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

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 records and reports relating to internal audits	1.1 explain recording and reporting procedures relating to quality control, internal audits and food safety management systems 1.2 explain how to make recommendations to improve quality control and internal audits 1.3 define good manufacturing practices (GMP) relevant to the scope of the audit 1.4 explain auditing practices including second and third party inspections			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know about regulations relating to food safety standards	2.1 differentiate between the regulations and legal and certification requirements for the operational inspection 2.2 explain how to apply effective food safety standards 2.3 explain what constitutes non-compliance and the organisational implications for food safety 2.4 describe how to review the effectiveness of corrective actions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know about the roles and responsibilities of those involved in the audit process	3.1 explain the roles, responsibilities and levels of authority of the food safety management team 3.2 explain the roles and responsibilities of an auditor			

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Unit 66: Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations

Unit reference number: F/602/5834

QCF level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who control and monitor safe supply of raw materials and ingredients in a food or animal feed 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, controlling and monitoring safe supply of raw materials and ingredients in food operations or animal feed production. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Carry out checks to ensure the acceptance of supplies	1.1 carry out checks to ensure supplies conform to the organisation's specifications 1.2 accept only supplies which meet the specified criteria 1.3 report and take action if there are deficiencies or discrepancies with supplies 1.4 make recommendations to improve the quality and efficiency of supply			
2 Maintain records of supplies	2.1 record information in line with supplier auditing requirements 2.2 complete supply procedure documentation			

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Unit 67: Understand how to Control and Monitor Safe Supply of Raw Materials and Ingredients in Food Operations

Unit reference number: J/602/5835

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to control and monitor safe supply of raw materials and ingredients in a food or animal feed 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 controlling and monitoring safe supply of raw materials and ingredients in food 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 control and monitor supplies of raw materials and ingredients	1.1 describe the record systems and requirements for audit of supply 1.2 explain the requirements for certificates of conformity 1.3 explain the requirements for traceability purposes 1.4 describe corrective actions to be taken on receipt of non-conforming products or raw materials			

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Unit 68: Evaluate and Improve Production in Food Manufacture

Unit reference number: A/502/7412

QCF level: 3

Credit value: 3

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who evaluate and improve production in a food manufacturing business.

The unit is designed for use primarily by food manufacturing supervisors and 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 evaluating and improving production 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 Evaluate assessments of the performance of operations within a food or drink manufacturing business	1.1 gather the relevant assessments arrange for presentations and/or discussions to further understanding of the assessment of operational performance 1.2 arrange for presentations and/or discussions to further understanding of the assessment of operational performance 1.3 use knowledge of operations monitoring, trends and developments to review the assessment evidence 1.4 analyse evidence to make judgements about operational performance 1.5 encourage and take into account input from colleagues when evaluating operational performance 1.6 present evaluation to the relevant people at an appropriate level and pace, giving opportunities for them to respond			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Agree objectives for an improvement programme	2.1 consider relevant outcomes that have resulted from the evaluation of operational performance 2.2 monitor operational activities at times most likely to identify potential improvements 2.3 encourage colleagues to contribute to ideas for improvements 2.4 present plans for implementing change to the relevant people 2.5 agree an improvement plan with the relevant people			
3 Implement and evaluate an improvement programme	3.1 initiate the improvement programme in a planned manner 3.2 confirm that those who will be affected understand the implications of change and their commitment to it 3.3 coordinate the activities necessary to implement the improvement programme, maintaining communication with those involved 3.4 monitor change, gathering sufficient information to evaluate the effectiveness of the improvements 3.5 report results of the change to the relevant people as required 3.6 enable agreed improvements to be incorporated into standard working practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Report on the outcomes of the improvement programme	4.1 report improvements based upon information resulting from achieved operational change and other relevant information 4.2 report improvements in a way which shows how they have contributed to the achievement of the organisation's mission, aims and objectives 4.3 present the outcomes to the relevant people 4.4 engage in constructive discussions			

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Unit 69: Understand how to Evaluate and Improve Production in Food Manufacture

Unit reference number: F/502/7413

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who evaluate and improve production in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when evaluating and improving production 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 evaluate assessments of production	1.1 explain how to evaluate assessments, reports and work activities to identify areas for improvement 1.2 describe the best means of monitoring organisational activity and gathering information 1.3 describe the key technical measures which contribute best to review and evaluation of production			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to make recommendations for improvements	2.1 explain how to recommend improvements and construct a case for change 2.2 describe how to communicate and make recommendations 2.3 describe how to encourage and enable colleagues to make recommendations 2.4 explain how to motivate others to be committed to change and improvements 2.5 describe the types of information which inform reliable recommendations to plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to plan improvements	3.1 explain the principles of organisational planning and its effectiveness 3.2 explain how to handle discussions and actual and potential disagreements in a constructive manner 3.3 describe the organisation's mission, aims and objectives and how to plan within their framework 3.4 explain how to plan for change in a way that minimises adverse organisational effects 3.5 explain how to identify the broader implications of change 3.6 describe the current industry operational trends and developments			

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Unit 70: Plan Production Schedules in Food Manufacture

Unit reference number: J/502/7414

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who plan production schedules in a food manufacturing business.

The unit is designed for use primarily by food manufacturing supervisors and 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 planning production schedules 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 Manage work in teams	1.1 set work objectives for the team 1.2 give the team opportunities to take responsibility for their own work and assist with the planning process			
2 Allocate resources to meet production plans	2.1 ensure the requirements of the production plans are clear 2.2 produce schedules which are consistent with: – production plans – management priorities and objectives – legal and standard operating requirements 2.3 produce schedules which make cost-effective use of available resources within given constraints 2.4 seek advice from the relevant people if production schedules appear to conflict with legal requirements and/or organisational objectives			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Ensure availability of resources to meet production plans	3.1 keep colleagues informed of production schedules, and particularly any changes, to ensure they can plan their work 3.2 confirm that equipment required is available and in good working order before production starts 3.3 confirm that the specified type and volume of materials are available, in the specified location for production 3.4 ensure that all equipment and materials are ready for use and conform to legal and standard operational requirements 3.5 confirm that the required number of staff, with the appropriate skills and knowledge, are available 3.6 inform the relevant people immediately if lack of resources will affect production output			
4 Avoid production problems	4.1 report all damage and faults, with recommendations for corrective action 4.2 manage risk and ensure a hazard-free workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Maintain accurate and clear records	5.1 maintain all records relating to resources and ensure they are available to management 5.2 monitor record and report on all instances of non-compliance with quality requirements			

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Unit 71: Understand how to Plan Production Schedules in Food Manufacture

Unit reference number: L/502/7415

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who plan production schedules in a food manufacturing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning production schedules 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 assess production requirements and capabilities	1.1 describe the operational status of resources and why this is important 1.2 describe how to analyse the availability and use of resources 1.3 describe the requirements for storage, moving and delivery to production locations of: – raw materials – ingredients – non-food materials 1.4 explain the hazard and risk that may arise in food and drink operations 1.5 explain the contingencies and corrective actions to be taken			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to plan production schedules	2.1 describe the production forecasting and planning processes 2.2 describe the systems and procedures for production scheduling 2.3 explain the importance of production scheduling and the potential impact of inadequate scheduling 2.4 explain how to form and manage work in teams 2.5 explain how to set and review work objectives 2.6 describe the key features of legal and standard operating requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to maintain production schedules	3.1 explain the need to update and amend schedules and adapt resource requirements to meet changing customer demands 3.2 explain the importance of liaison with colleagues and what would happen if they were not kept informed 3.3 describe different communication methods and styles			

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Unit 72: Contribute to Optimising Work Areas in Food Manufacture

Unit reference number: Y/602/5838

QCF level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, contributing to optimising work areas 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 Control the preparation of the work area and equipment for use	1.1 access and interpret information and instructions for the use of the work area and equipment 1.2 assess the impact of instructions on operations 1.3 allocate duties and responsibilities to others according to their proven competence and availability 1.4 inspect the work location, machinery and equipment to ensure they comply with statutory, environmental and operational requirements 1.5 check that services and utilities available in the work location meet operational requirements 1.6 check that sufficient quantities of materials machines and equipment are available for, production			
2 Monitor the use of work areas and equipment	2.1 evaluate reports received on the status of machinery and equipment after start-up 2.2 identify the impact of machinery and equipment performance on operations 2.3 record the contraventions of regulations and operational procedures, and make documentation available to relevant people 2.4 report contraventions to the relevant people 2.5 take corrective action within the limits of own authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Control the use of work areas to meet production targets	3.1 access and interpret the production requirements to achieve the production targets and quality specifications 3.2 clarify conflicting information with relevant people 3.3 agree and implement production requirements with relevant people 3.4 evaluate the individual's output against production targets and quality specifications 3.5 organise work schedules to meet operational requirements, taking account of: – rest periods – tedium of activity – individuals' competence 3.6 confirm with relevant people that quality specifications, throughput targets and output are met 3.7 identify problems affecting the quality of products and output targets 3.8 take corrective actions within the limits of own authority			

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

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Unit 73: Understand how to Contribute to Optimising Work Areas in Food Manufacture

Unit reference number: D/602/5839

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to optimising work areas 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 of optimising work areas are	1.1 describe the types of information and instructions needed to control the preparation of the work area 1.2 explain how to access, interpret and evaluate information and instructions, and why this needs to be done 1.3 describe how conflict can arise between sources of information and how to resolve it 1.4 outline the reporting and recording procedures, explain how to complete documentation and describe who to make it available to 1.5 explain why accurate and complete records are important and how to assess their impact 1.6 state why contravention of statutory regulations needs to be recorded and reported			

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

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

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Unit 74: Diagnose Problems in Food Operations

Unit reference number: A/602/4617

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who diagnose problems in food operations within a food business.

The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and 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 diagnosing problems 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 presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in 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 problems	1.1 identify differences from normal operating conditions quickly 1.2 assess the impact of problems 1.3 take action to ensure safety of self and colleagues			
2 Diagnose problems	2.1 check and follow legal or regulatory requirements for: – hygiene – health and safety – environmental standards 2.2 establish the nature, cause and the effect of the problems 2.3 investigate problems in a safe and cost-effective manner, with minimum delay or wastage			
3 Report problems	3.1 communicate problems to the relevant person 3.2 complete and process all records			

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Unit 75: Understand how to Diagnose Problems in Food Operations

Unit reference number: F/602/4618

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who need to know how to diagnose problems in a food business.

The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and 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 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 how to identify problems	1.1 outline standards of health, safety and hygiene that are required and the importance of applying them 1.2 explain the business' need for problem solving 1.3 evaluate the benefits of formalised problem solving 1.4 summarise operating procedures, standards and critical control factors in own work area 1.5 clarify limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to diagnose problems	2.1 summarise how plant, equipment, tools, and testing equipment work and are used 2.2 explain product and process specifications and how to identify deviations from them 2.3 outline typical operating problems in own work area and their possible effect on other operations 2.4 explain how to investigate problems in a safe and cost-effective manner and the importance of doing so 2.5 explain how to define and verify the root cause of problems 2.6 outline methods that can be used to gather evidence about problems 2.7 outline how to analyse problems to determine their nature, cause and effects			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to communicate problems	3.1 explain lines and methods of effective communication and the importance of using them 3.2 summarise the documentation requirements and the importance of meeting them			

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Unit 76: Resolve Problems in Food Operations

Unit reference number: J/602/4619

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who resolve problems in a food business.

The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and 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 resolving problems 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 presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in 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 what the problems are	1.1 check and follow legal or regulatory requirements for: – hygiene – health and safety – environmental standards 1.2 check the available information and clarify or seek further information			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Implement solutions	2.1 select solutions which are effective in relation to operational requirements 2.2 ensure that the corrective actions determined meet with organisational requirements 2.3 implement own 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 relevant person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Report on further action to be taken	3.1 identify the need for further work and report this to the relevant person in sufficient detail for action to be taken 3.2 make suggestions to prevent the problem from happening again and ways to improve operations to managers and colleagues 3.3 complete and process all records			

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Unit 77: Understand how to Resolve Problems in Food Operations

Unit reference number: A/602/4620

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who need to know how to resolve problems in a food business.

The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and 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 knowledge and understanding of learners in the workplace context, when applying workplace organisation techniques for achieving excellence in food operations. It can be assessed on or off the job.

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

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 what the problems are	1.1 outline standards of health, safety and hygiene and the importance of applying them 1.2 explain how the plant and equipment works 1.3 summarise the product and process specifications, the operating procedures, and standards in the area of work 1.4 detail where further information can be sourced 1.5 explain typical operating problems that occur in own work area and their possible effect on other operations 1.6 outline how to analyse problems in a systematic way and why it is important to do so 1.7 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement solutions	2.1 outline the action to take in response to operating problems 2.2 summarise the factors to take into consideration when selecting solutions 2.3 outline how to assess the impact of solutions on other operations 2.4 explain how and when to use temporary and permanent solutions to restore operations in an effective way 2.5 explain how to monitor product integrity during and after overcoming problems and the importance of this 2.6 explain how to evaluate the effectiveness of solutions implemented			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to report on further action to be taken	3.1 outline the lines and methods of effective communication and the importance of using them 3.2 summarise the recording and communication needs, and the importance of using them correctly			

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Unit 78: Monitor and Control Throughput to Achieve Targets in Food Operations

Unit reference number: F/602/4697

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who monitor and control throughput to achieve targets in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring and controlling throughput to achieve targets in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor and control throughput to achieve targets	1.1 organise work to meet predetermined schedules, targets and make effective use of resources 1.2 record the volume of throughput in line with operational requirements 1.3 record production run output targets within the agreed operational parameters 1.4 investigate output targets within the operational parameters			
2 Take action to resolve problems affecting volume of throughput	2.1 identify problems affecting the volume of throughput 2.2 take corrective action to rectify and minimise the effects of the problems 2.3 report problems, which exceed the limits of own authority, to the relevant people 2.4 resolve problems that fall within own limits of responsibility			

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Unit 79: Understand how to Monitor and Control Throughput to Achieve Targets in Food Operations

Unit reference number: J/602/4698

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to monitor quality of work activities 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 understanding how to monitor quality of work activities 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 best advice and guidance surrounding monitoring quality	1.1 describe the importance of conforming to statutory regulation 1.2 evaluate current practices for compliance with standard operating procedures 1.3 explain the importance of organising work to meet predetermined schedules			
2 Know about monitoring procedures for quality of work	2.1 list the procedures for monitoring quality of work 2.2 evaluate the lines of reporting 2.3 state where to obtain advice and support to monitor quality 2.4 explain why it is important to make recommendations for continuous improvement			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know about monitoring procedures for throughput	3.1 explain the importance of monitoring throughput 3.2 describe types of monitoring systems and how they are used to monitor throughput 3.3 describe actions that can be taken to minimise problems affecting throughput 3.4 describe how to identify and solve problems which affect throughput 3.5 explain why monitoring and control systems are used			
4 Know how to record quality of work issues	4.1 explain why it is important to keep accurate and complete records 4.2 describe how to record problems 4.3 describe why corrective action plans are important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know about solving problems affecting throughput	5.1 describe how to identify and solve problems which affect throughput 5.2 evaluate how operational parameters affect the achievement of output targets 5.3 summarise the consequences of ineffective monitoring, control systems and processes			

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Unit 80: Set up and Maintain Picking and Packing Orders in Food Operations

Unit reference number: M/602/5831

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who set up and maintain picking and packing orders 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, setting up and maintaining picking and packing orders in food operations. It needs to be assessed on the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Coordinate and control the processing of orders	1.1 state the systems and procedures for processing orders 1.2 instruct the relevant people on how to process orders 1.3 process the required documentation for order processing: – completely – accurately – clearly 1.4 follow organisational procedures to deal with problems and errors 1.5 review order processing systems and procedures 1.6 recommend improvements in relation to processing systems and procedures			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Set up the conditions for picking and packing of orders	2.1 confirm standards and targets for picking and packing of orders to meet customer requirements 2.2 take supervisory actions to enable the team to: – meet specified targets – meet specified standards – minimise risk 2.3 allocate resources to ensure that standards and targets are met 2.4 instruct people to pack specific orders in food operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain the effectiveness and efficiency of the picking and packing process	3.1 check that the correct orders are packed and ready for dispatch 3.2 follow the organisation's procedures for dealing with problems and discrepancies 3.3 measure work outputs in picking and packing of orders against targets 3.4 use results of work output measurement in picking and packing of orders to identify possible improvements to the picking and packing process 3.5 check that all records and documentation are available for the next stage of the distribution process			

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Unit 81: Monitor Effectiveness of Picking and Packing Operations in Food Operations

Unit reference number: T/602/5832

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who monitor effectiveness of picking and packing operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring effectiveness of picking and packing operations 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 picking and packing processes in food operations	1.1	monitor progress against targets for preparation of orders for distribution			
		1.2	check that the quality of products is maintained			
		1.3	adapt allocations of work tasks to meet changing priorities and targets			
		1.4	report factors influencing effectiveness outside of area of responsibility to the relevant people			
		1.5	make recommendations for improvements to the picking and packing processes			
2	Control risk to health and safety in the workplace when overseeing picking and packing operations in food operations	2.1	control risks to health and safety			
		2.2	monitor use of all tools and equipment			
		2.3	follow the organisation's procedures to deal with potential and actual hazards in the workplace			

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Unit 82: Understand how to Coordinate Picking and Packing Orders in Food Operations

Unit reference number: A/602/5833

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to coordinate picking and packing orders 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 coordinating picking and packing orders 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 plan coordination of picking and packing of orders	1.1 explain the key features of legal requirements 1.2 explain the key features of operational requirements 1.3 state systems and procedures 1.4 explain the importance of having defined systems and procedures 1.5 explain the importance of setting up and maintaining suitable working conditions 1.6 describe how to deal with non-compliance and variation to working conditions 1.7 explain the importance of meeting targets for picking and packing processes 1.8 explain how to review and modify order processing systems and procedures			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to coordinate picking and packing orders	2.1 describe potential risks and hazards in the workplace related to picking and packing of orders 2.2 explain how to allocate resources to meet objectives of picking and packing orders 2.3 explain how to allocate work and instruct others in picking and packing of orders 2.4 describe ways to maintain product quality in the order picking and packing process 2.5 explain the importance of checking packed orders against the original order 2.6 explain why orders need to be ready for dispatch at a particular time 2.7 explain the importance of considering the needs of others when deciding on the format of documents			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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(*if sampled*)

Unit 83: Monitor Wrapping and Labelling of Products in Food Operations

Unit reference number: D/502/8052

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who monitor wrapping and labelling of products in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring wrapping and labelling of 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 Monitor wrapping and labelling against production requirements	1.1 monitor progress of wrapping and labelling against production targets 1.2 supervise and support the team carrying out wrapping and labelling 1.3 resolve team difficulties in wrapping and labelling to ensure targets are met 1.4 report difficulties outside of your area of responsibility to the relevant people 1.5 check that records of wrapping and labelling are stored for easy retrieval 1.6 follow the organisation's procedures to correct technical or material faults 1.7 follow the organisation's procedures to meet regulatory and operational requirements 1.8 check that the work area is hazard-free for wrapping and labelling 1.9 check that wrapping and labelling of products are carried out according to organisation's procedures			

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Unit 84: Understand how to Plan and Coordinate Wrapping and Labelling in Food Operations

Unit reference number: H/502/8053

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to plan and coordinate wrapping and labelling 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 planning and coordinating wrapping and labelling 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 plan wrapping and labelling processes	1.1 describe key features of regulatory and operational requirements relating to wrapping and labelling operations 1.2 explain how to plan resources to meet planned and anticipated demand 1.3 describe how to estimate and allow for contingencies when planning for demand 1.4 outline the tools and equipment used for wrapping and labelling 1.5 describe the safe use of tools and equipment used for wrapping and labelling 1.6 assess the competence and development needs of wrapping and labelling team members 1.7 describe how to take steps to develop the competence and skills of wrapping and labelling team members			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to coordinate wrapping and labelling processes	2.1 explain how to monitor wrapping and labelling operations against production demands 2.2 describe how to check on availability of materials 2.3 describe the technical purpose and features of all relevant wrapping and labelling tools and equipment 2.4 explain the organisation's procedures for materials orders and delivery arrangements 2.5 describe corrective actions that may be taken within own area of responsibility 2.6 explain the importance of quality documents and records 2.7 explain how to manage the control of work materials in wrapping and labelling			

Learner name: _____ Date: _____

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Unit 85: Monitor Effectiveness of Despatch and Transport in Food Operations

Unit reference number: M/502/8055

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who monitor effectiveness of despatch and transport operations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring effectiveness of despatch and transport 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 despatch and transport processes	1.1 monitor progress against targets for preparation of orders for distribution 1.2 supervise and support the team in despatch and transport operations 1.3 check that the quality of products is maintained during despatch and transport operations 1.4 adapt allocation of work activities to meet changing priorities and targets for despatch and transport operations 1.5 follow the organisation's procedures for reporting issues which are outside own area of responsibility to the relevant people 1.6 make recommendations for improving the despatch and transport process			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control risk to health and safety in despatch and transport	2.1 ensure that there is compliance with relevant legal, regulatory and operational requirements 2.2 monitor use of tools and equipment used 2.3 take corrective action regarding potential and actual hazards in the workplace 2.4 monitor safe handling and lifting techniques during loading of transport vehicles for despatch			

Learner name: _____ Date: _____

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Unit 86: Understand how to Coordinate Despatch and Transport of Orders in Food Operations

Unit reference number: T/502/8056

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to coordinate despatch and transport of orders 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 coordinating despatch and transport of orders 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 coordinate despatch and transport operations	1.1 explain the key features of regulatory and operational requirements relating to despatch and transport of orders 1.2 describe the organisation's procedures for despatch and transport of orders 1.3 explain how to set and agree targets for transport and distribution 1.4 explain the importance of having cost effective and efficient transport and distribution processes 1.5 describe the actions to take if there are various and non-compliance issues in maintaining suitable conditions for despatch and transport 1.6 explain the importance of working to targets and standards when coordinating despatch and transport 1.7 describe the organisation's procedures for taking corrective actions to deal with contingencies 1.8 describe manual handling techniques to be used in despatch and transport of orders			

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Unit 87: Monitor Food Safety at Critical Control Points in Operations

Unit reference number: H/602/5826

QCF level: 3

Credit value: 1

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who monitor food safety at critical control points in a food or animal feed business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring food safety at critical control points 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 Identify and monitor critical control points	1.1 apply food safety control measures 1.2 complete operational controls and checks at the set time frequency 1.3 keep records of checks and obtain verification of completed checks			
2 Take corrective action when control measures fail	2.1 take corrective action in a timely manner 2.2 seek advice and support for matters outside own level of authority or expertise 2.3 report specifications or procedures that are out of line with set limits to the relevant person			

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Unit 88: Monitor Product Quality in Food Operations

Unit reference number: Y/602/1692

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who monitor product quality in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring 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 Monitor product quality	1.1 wear appropriate personal protective clothing and equipment during quality monitoring 1.2 identify and report factors which may adversely affect product quality 1.3 identify and report to the relevant people instances of non-conformance to quality standards 1.4 take action to reject or isolate products or items which do not conform to specification			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Contribute to resolving quality problems	2.1 seek advice on quality problems outside own authority or expertise 2.2 offer support to, or seek help for, colleagues who encounter quality problems 2.3 evaluate quality problems within the limits of own expertise and understanding 2.4 feedback to the relevant people observations on quality 2.5 receive and confirm instructions for the resolution of quality problems 2.6 carry out agreed action to resolve quality problems and feedback results to the relevant people 2.7 communicate with others to ensure that resolutions to quality problems are understood			

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Unit 89: Understand how to Control Product Quality in Food Operations

Unit reference number: T/602/5829

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to control product quality 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 controlling 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.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 good manufacturing practices (GMPs)	1.1 describe relevant company quality policies 1.2 describe relevant quality working practices 1.3 describe how to obtain quality documentation 1.4 evaluate the effectiveness of documentation and data security			
2 Know how to evaluate quality issues in own area of work	2.1 explain how quality control affects efficiency of work activities 2.2 explain how to evaluate quality issues in own area of work 2.3 evaluate common quality issues across the workplace			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know about requirements for good communications	3.1 describe the methods used to keep documentation up to date 3.2 appraise communication of quality within the working environment 3.3 describe own limits of authority when controlling product quality			

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Unit 90: Monitor Health, Safety and Environmental Systems in Food Operations

Unit reference number: K/602/5827

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who monitor health, safety and environmental systems in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, monitoring health, safety and environmental systems 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 Implement compliance systems	1.1 implement health, safety and environmental monitoring systems in limits of own authority 1.2 monitor conditions to ensure health, safety and environmental system requirements are met			
2 Undertake operational audits	2.1 undertake health, safety and environmental management audits of operations 2.2 take corrective action when required 2.3 report outcomes of monitoring to relevant people 2.4 maintain records in accordance with organisational and statutory requirements			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Make recommendations for improvements to systems	3.1 recommend ways to improve health, safety and environmental management systems 3.2 disseminate information about improvements to the relevant people 3.3 ensure that information provided enables people to implement improvements			

Learner name: _____ Date: _____

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Unit 91: Understand how to Monitor Health, Safety and Environmental Management Systems in Food Operations

Unit reference number: M/602/5828

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to monitor health, safety and environmental management systems in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring health, safety and environmental management 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 Know current relevant legislation	1.1 explain the principles of current legislation for health, safety and environmental management 1.2 describe relevant statutory body requirements 1.3 detail the enforcement structure of regulatory bodies			
2 Understand communication and recording methods	2.1 explain how to communicate with relevant people 2.2 explain how to recognise ideas and views 2.3 describe how to make presentations 2.4 outline methods of reporting and recording			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand organisational procedures and policies	3.1 explain the principles of organisational policies and systems 3.2 evaluate tangible and intangible benefits of health and safety to the organisation and the external environment 3.3 describe the organisation's procedures for the following: – health systems – safety systems – environmental systems – dealing with emergencies – environmental issues – health screening 3.4 describe the organisation's procedures for the prevention, investigation and reporting of incidents and accidents 3.5 assess the implications of current health, safety and environmental legislation on the business and individuals 3.6 analyse, review and validate internal and external information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand organisational compliance	4.1 explain the importance of compliance with systems and legislation 4.2 describe the consequences of non-compliance 4.3 explain how to ensure compliance with current statutory requirements 4.4 detail system requirements that monitor and maintain a healthy and safe environment 4.5 explain how to carry out a risk assessment 4.6 detail methods of risk assessments 4.7 detail risks and hazards specific to own area of responsibility 4.8 evaluate the need for involvement of health, safety and environmental specialists			

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Unit 92: Manage Organisational Change for Achieving Excellence in Food Operations

Unit reference number: L/602/5075

QCF level: 3

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who manage organisational change for achieving excellence in a food business.

The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and 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, managing organisational change 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 presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 managing organisational change	1.1 identify how plans for change fit with the overall achieving excellence strategy 1.2 identify the specific achieving excellence plans for change 1.3 confirm the key objectives and scope of the plans for change with relevant colleagues and any stakeholders 1.4 identify available resources 1.5 make any final changes to plans where necessary and confirm with relevant people			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Manage organisational change	2.1 apply processes and resources to manage potential risks arising from the change and deal with contingencies 2.2 implement the change plan 2.3 select and apply a range of management tools and techniques to monitor, control and review progress 2.4 identify any required changes to the plan and obtain agreement from relevant people, where necessary 2.5 achieve plan for change objectives using the agreed level of resources 2.6 confirm completion of the plan for change with relevant people and stakeholders			
3 Communicate plans for organisational change	3.1 brief any change team members on the plans for change, detailing their roles and responsibilities 3.2 provide ongoing support, encouragement and information to any change team members 3.3 communicate progress to relevant people, stakeholders and members of any change team on a regular basis 3.4 seek feedback on the value of own contribution to change management 3.5 provide feedback on the value of own contribution to the relevant person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Monitor plans for organisational change	4.1 evaluate the success of the change programme 4.2 identify what lessons need to be learned, recognising contributions of any team members and other colleagues 4.3 review the impact of change			

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Unit 93: Understand how to Manage Organisational Change for Achieving Excellence in Food Operations

Unit reference number: R/602/5076

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who need to understand how to manage organisational change for achieving excellence in a food business.

The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and 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 knowledge and understanding of learners in the workplace context, when managing organisational change 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 how to prepare for managing organisational change	1.1 outline the plans for change agreed in line with the strategy for achieving excellence 1.2 summarise the theories for understanding teams/team-building techniques and their application 1.3 explain how to assess the risks and benefits associated with implementation of change 1.4 summarise business and operational critical activities and their interdependencies 1.5 assess those factors that need to be changed along with the associated priorities and reasons 1.6 define the theory and application of the change/performance curve 1.7 summarise stakeholder and line management expectations and how they influence the process			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to manage organisational change	2.1 summarise the main models and methods for managing change and their strengths and weaknesses 2.2 describe the importance of contingency planning and how to do so effectively 2.3 explain how to make critical decisions 2.4 evaluate the range of information sources available to support achieving excellence 2.5 outline the internal and resource barriers to change, and techniques to overcome them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to review and communicate organisational change	3.1 assess the techniques used to monitor, control and review progress during organisational change 3.2 explain how to evaluate the success of change implementation 3.3 differentiate between formal and informal channels of communication 3.4 explain how to give and receive feedback about change management 3.5 explain how to evaluate consultation arrangements that are best suited to implement achieving excellence			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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Unit 94: Develop Working Relationships with Colleagues in Food Operations

Unit reference number: M/602/6302

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who develop working relationships with colleagues in food operations within food and drink businesses.

The unit is designed for use primarily by team leaders, supervisors and managers 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 food operations workplace, developing working relationship with colleagues. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in 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 working relationships with food operations colleagues	1.1 identify colleagues within their own and other organisations 1.2 identify and agree the roles and responsibilities for colleagues			
2 Display professional and respectful behaviour when working with food operations colleagues	2.1 behave in a professional manner with colleagues 2.2 show respect and understanding for colleagues			
3 Communicate effectively with food operations colleagues	3.1 identify and provide information to colleagues in a clear and timely manner 3.2 manipulate and differentiate information so that it is appropriate for the needs of colleagues 3.3 receive and clarify own understanding of information			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Identify colleague's food operations-related difficulties and seek solutions	4.1 identify work-related difficulties 4.2 identify conflicts of interest 4.3 seek to resolve work-related difficulties within the limits of own authority 4.4 refer to and involve others where this is needed to support resolution 4.5 provide feedback to colleagues that promote collaborative working and minimises conflict			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 95: Understand how to Develop Working Relationships with Colleagues in Food Operations

Unit reference number: A/602/6304

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who develop working relationships with colleagues in a food processing or food services business.

The unit is designed for use 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 developing working relationships with colleagues.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 establish working relationships with food operations colleagues	1.1 describe how to identify relevant colleagues within their own and other organisations 1.2 describe the roles and responsibilities of close working colleagues 1.3 explain how the roles and responsibilities of close working colleagues fit with their own role and responsibilities			
2 Understand professional behaviour and its importance when working with food operations colleagues	2.1 explain how to display behaviour that shows professionalism, respect and understanding for others 2.2 describe the organisational benefits of effective and productive working relationships			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to communicate effectively with food operations colleagues	3.1 summarise the best techniques for identifying and providing information to colleagues in a clear and timely manner 3.2 describe how to manipulate and differentiate information so that it is appropriate for the needs of colleagues 3.3 explain how to receive and clarify own understanding of information			
4 Identify colleague's food operations-related difficulties and seek solutions	4.1 describe how to identify work-related difficulties 4.2 explain how to resolve work-related difficulties within the limits of own authority 4.3 clarify the most effective way to provide feedback to colleagues that promote collaborative working and minimises conflict			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 96: Principles of Breed and Pre-Slaughter Selection of Meat and Poultry Species

Unit reference number: M/502/7844

QCF 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, in relation to 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			

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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 carcase 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: _____ Date: _____

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Unit 97: Principles of Rearing and Welfare of Meat Species

Unit reference number: F/602/6224

QCF level: 4

Credit value: 5

Guided learning hours: 37

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of rearing and welfare of meat species in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat inspectors, 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, in relation to the principles of rearing and welfare of meat species. Assessment will include the following poultry: broilers, hens, turkeys, ducks, geese and ostrich, and one example of a game bird, and the following red meat species: cattle, pigs, sheep, deer, goats and horses.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 structure and organisation of the UK meat industry	1.1 explain how the industry is represented and regulated 1.2 explain how the industry is structured and operates from rearing to consumption, including trade in: – UK market – internationally 1.3 summarise the rearing and welfare regulatory frameworks in which the industry operates 1.4 explain how recognised rearing and welfare quality assurance schemes work in the industry 1.5 explain how the transportation arrangements operate in the industry 1.6 explain how the meat production systems work in the industry			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the rearing (husbandry) of meat species in the UK	2.1 summarise how species are selected and bred to improve carcase composition and quality for meat production, including the following: – poultry – game birds – rabbits/hares – red meat species 2.2 explain how the sex of meat species can affect carcase composition and quality 2.3 summarise how rearing and feeding regimes are formulated and can influence carcase composition and quality, in the following: – poultry – game birds – rabbits/hares – red meat species 2.4 summarise the key differences in organic rearing and feeding methods compared with conventional methods 2.5 summarise the environmental requirements for buildings, farms and transportation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the welfare requirements of meat species in the UK	3.1 explain the legal requirements for welfare from rearing to slaughter 3.2 summarise the factors affecting welfare during rearing and the ways in which these are managed and controlled 3.3 explain the effects of the following, during loading/unloading and transit: – stress – water and food deprivation – exhaustion – handling – poor ventilation – mixing of animals not reared together 3.4 explain the effect of poor welfare on meat quality			

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Unit 98: Principles of Butchery

Unit reference number: A/502/8057

QCF 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 butchery in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by butchers, 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, in relation to 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
1 Understand butchery methods and use of cutting specifications	1.1 explain why preferences or requirements can affect the way meat and poultry are butchered in a business, including: – national – regional – organisational – customer 1.2 clarify the significance of continental butchery methods and how they differ from traditional UK butchery methods 1.3 explain how to interpret and make suggestions for the improvement of cutting specifications for meat or poultry			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand quality factors and the assessment of costs and prices	2.1 explain how the quality of butchery practice affects the value of meat and poultry cuts and products 2.2 summarise how the following factors affect flavour, tenderness and colour of meat and poultry; – age and sex at slaughter – conformation or features of species – carcase age – fat content 2.3 explain how to assess wholesale costs and pricing of meat and poultry, including: – carcases – quarters – specific cuts and portions 2.4 explain how to assess retail costs and pricing of meat and poultry, including: – specific cuts and portions – meat and poultry products 2.5 explain the purpose and use of the meat purchasing guide			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the classification/grading system and the inspection of meat and poultry	3.1 explain the meat and poultry classification/grading systems used in the UK and EU 3.2 summarise the factors determining the classification/grade of meat and poultry carcases 3.3 explain what the purpose of meat hygiene inspection is in meat processing plants and how it is carried out 3.4 describe the regulatory standards relating to the removal of specified risk material and animal by-products			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand carcase handling and treatment in butchery	4.1 explain why it is important for a specific post-slaughter carcase temperature to be achieved before butchery can be carried out 4.2 clarify the importance of traceability, animal passports and trained hunter tags to carcase butchery 4.3 explain how the method of slaughter of wild game affects how it can be butchered 4.4 explain what cold shortening is, what causes it and its affect on carcase meat quality 4.5 describe what the optimum carcase chilling rate is and its affect on carcase weight loss, yield and economic value			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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

Unit 99: Principles of Curing Meat

Unit reference number: F/502/8058

QCF level: 3

Credit value: 3

Guided learning hours: 22

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, 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, in relation to 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 differences, purpose and production processes in curing meats	1.1 explain the purpose of curing meat 1.2 outline the UK regional and national differences in the production of cured meats 1.3 describe the types and cuts of meat commonly cured for the UK food market 1.4 outline the different production processes available to cure meat or poultry including: – wet curing – dry curing – smoking – air drying – tumbling and massaging 1.5 explain the key differences between dry and wet curing 1.6 outline the advantages and disadvantages of: – wet curing – dry curing			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the dry curing process for meat	2.1 outline the cuts of meat and poultry most suitable for dry curing, smoking and air drying 2.2 clarify why it is important to apply dry cures mainly to the muscle area of the meat 2.3 describe the features of smoking as a curing process 2.4 explain why different time and temperature combinations are used in the smoking process 2.5 explain how meat can be air dried to produce a cured product 2.6 outline the common product quality problems associated with dry curing process			
3 Understand the wet curing process for meat	3.1 outline the cuts of meat most suitable for wet curing, tumbling and massaging 3.2 explain how to measure brine strength and temperature using a variety of different methods 3.3 describe how to assess the suitability of wet curing ingredients 3.4 explain the process of osmosis and its impact on flesh during the wet curing process 3.5 describe the features of large scale curing equipment, including the use of massaging and tumbling systems 3.6 outline the common product quality problems associated with the wet curing process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how variances in curing affect the final cured product	4.1 explain how raw material quality and temperature can impact on the curing process and how this may be monitored 4.2 clarify how the thickness/size of the meat joint/portion impacts on curing times 4.3 explain how appropriate curing times are established for meat products 4.4 describe how the different curing processes affect the flavour of the meat product 4.5 explain why it is important to cure and store cured meat separately from other meat 4.6 explain the affect of curing on final product shelf life 4.7 explain how the curing processes affect yield and economic value of the meat product			

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Unit 100: Principles of a Specialist Raw Meat and Poultry Sales Service

Unit reference number: A/502/8060

QCF level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of a specialist raw meat sales service in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat sales personnel, 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, in relation to the principles of a specialist raw meat 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 for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 provide a specialist sales service	1.1 explain what constitutes a specialist sales service for the customer 1.2 describe the scope and limits of a specialist sales service 1.3 explain the methods used to greet, answer questions and provide information for customers 1.4 explain how to deal with difficult customers and how to be clear about the limits of information and knowledge provision 1.5 explain how feedback and other input can improve the specialist sales service 1.6 outline the importance of trading standards and environmental health requirements and advice when providing a specialist sales service			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the origins, features and shelf life of meat and poultry products	2.1 explain how to identify and declare the country of origin, and processing location of raw products available to the customer 2.2 explain how to identify specific cuts, portions, joints and further processed raw products available to the customer 2.3 describe the key features of specific cuts, portions, joints and further processed raw products including: – beef, lamb and pork – rabbit/hare – venison – chicken and turkey – duck and goose – avian game – added value raw meat and poultry products 2.4 summarise the methods used to store, preserve and maximise the shelf life of raw products in a sales service 2.5 explain how to determine and declare the shelf life of specific cuts, portions, joints and further processed raw products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to provide specialist information and data on meat and poultry products	3.1 explain how to advise customers on minimising risks caused by cross-contamination and poor handling of products 3.2 explain how to advise customers on good practice in the storage and handling of raw products including: – ambient storage – refrigeration – freezing – defrosting 3.3 explain how to advise customers on good practice in the cooking and serving of products 3.4 explain how to advise customers on which flavours and accompaniments complement meat and poultry products 3.5 explain how to advise customers on enhancing the appearance and presentation of meat and poultry products			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the procedures and systems for operating a specialist sales service	4.1 explain the food business operators obligations to provide a safe service 4.2 describe how potential food safety hazards and risks associated with raw product sales are identified, reported and managed 4.3 summarise the procedures for dealing with product delivery and waste removal			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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(*if sampled*)

Unit 101: Principles of a Specialist Cooked Meat and Poultry Sales Service

Unit reference number: F/502/8061

QCF level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of a specialist cooked meat and poultry sales service in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat sales personnel, 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, in relation to 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 for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 provide a specialist cooked product sales service	1.1 explain what constitutes a specialist cooked product sales service for the customer 1.2 describe the scope and limits of a specialist cooked product sales service 1.3 explain the methods used to greet, answer questions and provide information for customers 1.4 explain how to deal with difficult customers and how to be clear about the limits of information and knowledge provision 1.5 explain how feedback and other input can improve specialist cooked product sales 1.6 outline the importance of trading standards and environmental health requirements and advice when providing a specialist cooked product sales service			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the origins, features and shelf life of cooked meat and poultry products	2.1 explain how to identify and declare the country of origin, and processing location of cooked products available to the customer 2.2 explain how to identify specific cooked products available to the customer 2.3 outline the main categories of cooked meat and poultry products and the differences between them 2.4 describe how cooked products have been cooked and processed including those derived from: – beef, lamb and pork – rabbit/hare – venison – chicken and turkey – duck and goose – avian game – added value meat and poultry products 2.5 outline the methods used to enhance the flavour of cooked meat 2.6 summarise the methods used to store, preserve and maximise the shelf life of cooked products in a sales service 2.7 explain how to determine and declare the shelf life of specific cooked products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to provide specialist information and data on cooked meat and poultry products	3.1 explain how to advise customers on minimising risks caused by cross-contamination and poor handling of products 3.2 explain how to advise customers on flavourings, colours and other food additives used in the production of cooked products 3.3 explain how to advise customers on good practice in the storage and handling of cooked products including: – ambient storage – refrigeration – freezing – defrosting 3.4 explain how to advise customers on good practice in the preparation and serving of products 3.5 explain how to advise customers on which flavours and accompaniments complement cooked products 3.6 explain how to advise customers on enhancing the appearance and presentation of cooked products			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the procedures and systems for operating a specialist sales service	4.1 explain the food business operator's obligations to provide a safe service 4.2 describe how potential food safety hazards and risks associated with cooked product sales are identified, reported and managed 4.3 summarise the procedures for dealing with product delivery and waste removal			

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Unit 102: Principles of a Specialist Cheese Sales Service

Unit reference number: M/502/8007

QCF level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of a specialist cheese sales service in the food and drink sector or in a learning environment.

The unit is designed for use primarily by cheese sales personnel, 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, in relation to 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 for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 provide a specialist sales service	1.1 explain what constitutes a specialist sales service for the customer 1.2 describe the scope and limits of a specialist sales service 1.3 explain the methods used to greet, answer questions and provide information for customers 1.4 explain how to deal with difficult customers and how to be clear about the limits of information and knowledge provision 1.5 explain how feedback and other input can improve the specialist sales service 1.6 outline the importance of trading standards and environmental health requirements and advice when providing a specialist sales service			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the origins, features and shelf life of cheese products	2.1 explain how to identify and declare the country of origin, and processing location of cheese products available to the customer 2.2 explain the identification, categories of strength and consistency of cheese products available to the customer, including: – protected designation of origin (PDO) – protected geographical indication (PGI) – traditional speciality guaranteed (TSG) 2.3 describe the key features of cheese products including: – hard cheeses – soft cheeses – blue cheeses – mould ripened cheeses – added value cheeses – pasteurised and unpasteurised cheeses 2.4 summarise the methods used to store, preserve and maximise the shelf life of cheese products in a sales service 2.5 explain how to determine and declare the shelf life of cheese products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to provide specialist information and data on cheese products	3.1 explain how to advise customers on the aroma, flavour and texture of types of cheese, including: – goats cheese – sheep cheese – buffalo cheese – bovine cheese 3.2 explain how to advise customers on minimising risks caused by cross-contamination and poor handling of products 3.3 explain how to advise customers on good practice in the storage and handling of cheese products including: – ambient storage – refrigeration 3.4 explain how to advise customers on good practice in the cooking and serving of cheese products 3.5 explain how to advise customers on which flavours and accompaniments complement cheese products 3.6 explain how to advise customers on enhancing the appearance and presentation of cheese products			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the procedures and systems for operating a specialist sales service	4.1 explain the food business operators obligations to provide a safe service 4.2 describe how potential food safety hazards and risks associated with cheese product sales are identified, reported and managed 4.3 summarise the procedures for dealing with product delivery and waste removal			

Learner name: _____ Date: _____

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Unit 103: Principles of Classification of Meat and Poultry Carcases

Unit reference number: M/502/7827

QCF 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 carcases 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, in relation to the principles of classification of meat and poultry carcases.

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

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the principles of classification of red meat carcases	2.1 clarify how carcase factors affect classification, including: – confirmation – fat levels – sex – animal age 2.2 explain how to determine the lean meat percentage of a pig carcase 2.3 explain the importance of backfat thickness for pig carcase classification 2.4 explain why carcase weight is important to classification and the difference between hot and cold carcase 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 carcase 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			

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Unit 104: Principles of Microbiology and Parasitology in Meat Production

Unit reference number: R/602/6227

QCF level: 4

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 microbiology and parasitology in meat production.

The unit is designed for use primarily by meat inspectors, authorised officers in meat operations and others in the meat and poultry industry. 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, in relation to the principles of microbiology and parasitology in meat 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 Understand that organisms can cause disease in livestock and humans	1.1 state examples of diseases of red and white meat livestock species caused by bacteria, viruses, fungi and parasites 1.2 explain what is meant by the term 'zoonotic disease' 1.3 state which livestock diseases can also cause disease in humans, including those which are notifiable			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the structure and life cycles of bacteria, fungi and viruses of relevance to livestock	2.1 describe the structure of bacteria, fungi and viruses 2.2 describe how bacteria, fungi and viruses grow and multiply 2.3 explain the conditions necessary for the optimal growth and multiplication of bacteria, fungi and viruses 2.4 outline the lifecycles of representative bacteria, fungi and viruses 2.5 explain the significance of spore and toxin formation in bacteria to human health			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the lifecycles of representative parasites of relevance to livestock	3.1 describe the life-cycles of representative parasites, to include examples of: – endo-parasites – ecto-parasites – direct lifecycles – indirect lifecycles 3.2 explain how parasites can infect their hosts and spread between hosts			
4 Understand how practices in lairage or in the meat plant can affect the risk of spread of organisms capable of causing disease in livestock and humans	4.1 summarise the potential sources and reservoirs of infection in lairage and in meat plants 4.2 explain how poor practice in lairage and in meat plants can increase the risk of infection and spread of disease 4.3 explain how good practices in lairage and in the meat plant can reduce the risk of infection			

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Unit 105: Principles of Anatomy and Physiology of Meat Species

Unit reference number: D/602/6229

QCF level: 4

Credit value: 5

Guided learning hours: 37

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of anatomy and physiology of meat species in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat inspectors, 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, in relation to the principles of anatomy and physiology of meat species. Assessment will include the following poultry: broilers, hens, turkeys, ducks, geese and ostrich, and one example of a game bird. And the following red meat species: cattle, pigs, sheep, deer, goats and horses. Assessment of the endocrine system must be included in the criteria for the urogenital and alimentary systems.

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

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 anatomical structure of meat species	1.1 explain the anatomical structure and identifiable features of the urogenital system of the following: – poultry – game birds – rabbits/hares – red meat species 1.2 explain the anatomical structure and identifiable features of the alimentary system of the following: – poultry – game birds – rabbits/hares – red meat species 1.3 explain the anatomical structure and identifiable features of the cardiovascular, lymphatic and respiratory systems of the following: – poultry – game birds – rabbits/hares – red meat species			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 explain the anatomical structure and identifiable features of the skeleto-muscular systems of the following: – poultry – game birds – rabbits/hares – red meat species 1.5 explain the anatomical structure and identifiable features of the cerebro-nervous systems of the following: – poultry – game birds – rabbits/hares – red meat species			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the physiology of anatomical systems in meat species	2.1 explain the physiology of the urogenital system of the following: – poultry – game birds – rabbits/hares – red meat species 2.2 explain the physiology of the alimentary system of the following: – poultry – game birds – rabbits/hares – red meat species 2.3 explain the physiology of the cardiovascular, lymphatic and respiratory systems of the following: – poultry – game birds – rabbits/hares – red meat species			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 explain the physiology of the skeleto-muscular systems of the following: – poultry – game birds – rabbits/hares – red meat species 2.5 explain the physiology of the cerebro-nervous systems of the following: – poultry – game birds – rabbits/hares – red meat species			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
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Unit 106: Principles of Pathology of Meat Species

Unit reference number: Y/602/6276

QCF level: 4

Credit value: 5

Guided learning hours: 37

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of pathology of meat species in the meat and poultry sector or in a learning environment.

The unit is designed for use primarily by meat inspectors, 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, in relation to the principles of pathology in meat species.

Assessment will include the following poultry: broilers, hens, turkeys, ducks, geese and ostrich, and one example of a game bird, and the following red meat species: cattle, pigs, sheep, deer, goats and horses. Assessment of the endocrine system must be included in the criteria for the urogenital and alimentary systems.

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

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, 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 ante-mortem factors affecting health and the indicators of disease	1.1 explain the factors affecting the health of meat species in ante-mortem conditions 1.2 summarise the signs and symptoms of disease and abnormalities which are evident in ante-mortem examination, including the following: – poultry – game birds – lagomorphs – red meat species 1.3 explain how the use of medicines and vaccines are controlled and how residues are routinely tested			
2 Understand the post-mortem findings affecting fitness of meat and the indicators of disease	2.1 explain the factors that lead to findings at post-mortem 2.2 describe the signs of disease and abnormalities which are evident in post-mortem inspection of carcases and offal, including the following: – poultry – game birds – lagomorphs – red meat species			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the pathology of anatomical systems in meat species	3.1 explain the causes, nature and effects of diseases of the urogenital system, of the following: – poultry – game birds – lagomorphs – red meat species 3.2 explain the causes, nature and effects of diseases of the alimentary system, of the following: – poultry – game birds – lagomorphs – red meat species 3.3 explain the causes, nature and effects of diseases of the cardiovascular, lymphatic and respiratory systems, of the following: – poultry – game birds – lagomorphs – red meat species			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 explain the causes, nature and effects of diseases of the skeleto-muscular system, of the following: – poultry – game birds – lagomorphs – red meat species 3.5 explain the causes, nature and effects of diseases of the cerebro-nervous system, of the following: – poultry – game birds – lagomorphs – red meat species			

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Unit 107: Principles of Technology in Meat Processing

Unit reference number: T/502/8008

QCF 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 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, in relation to 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
1 Understand the different technological methods of processing	1.1 explain the purpose and functionality of the technological processes for: – mechanical meat separation/recovery – comminution – emulsifying and binding – marinating – curing and smoking – heat treatments – canning – fermentation – drying – extruding 1.2 explain the technological features of large scale processing systems 1.3 summarise the key differences between large and small scale processing 1.4 summarise the key technological features of avian and mammalian game processing 1.5 explain the importance of technology in the processing of low fat meat products for the consumer			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how technology affects meat quality	2.1 describe how to measure meat and poultry quality and content during processing 2.2 explain the significance of PSE (pale soft exudative) on pork quality and DFD (dark firm dry) on beef quality 2.3 outline the points along the meat and poultry production process which affect yield 2.4 explain how meat technology processes affect meat and poultry texture, colour and flavour including: – communition – tumbling – massaging – curing – marinating – heating – salt/phosphate addition 2.5 explain how technology is used to mature meat, and the differences between wet and dry maturation 2.6 explain how cooking affects the colour, flavour and texture of meat and poultry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the different technological methods of wrapping and packing	3.1 explain the purpose and functionality of the technological processes for: – overwrapping – vacuum packing – modified atmosphere packing – casings 3.2 explain how technology is used to determine the shelf life of meat or poultry products			
4 Understand additives and their uses	4.1 list the permitted meat additives 4.2 describe the effect of permitted additives on meat and meat products			

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Unit 108: Principles of Meat Science

Unit reference number: D/602/6277

QCF level: 4

Credit value: 5

Guided learning hours: 37

Unit summary

This unit supports workforce and/or vocational development for those who need to know the principles of meat science.

The unit is designed for use by meat inspectors, meat technicians, managers and other authorised officers in meat operations 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, in relation to the principles meat science.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 structure and physiology of muscle and its conversion to meat	1.1 explain the structure of muscle in meat including: – protein structure – fat structure 1.2 explain the physiology and biochemistry of muscle in meat species 1.3 summarise how the contraction and relaxation process works in muscle 1.4 describe how muscle is converted to meat 1.5 summarise the key features and factors affecting rigor mortis			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the scientific factors affecting meat quality	2.1 summarise the scientific ante-mortem and post-mortem factors affecting meat quality 2.2 describe how the process of converting muscle to meat can affect meat characteristics including: – colour – flavour – texture – smell 2.3 explain how oxidation and rancidity of meat and fat affects meat flavour, texture, colour and smell 2.4 summarise the process of enzymatic degradation of protein 2.5 explain how the condition of meat fat and protein affect the eating quality of meat and meat products 2.6 explain why the muscle/connective tissue ratio affects the tenderness and eating quality of meat and poultry 2.7 explain the importance of ph to the maturation and tenderisation of meat			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand water content management of meat	3.1 describe how water loss affects the colour, flavour-texture and smell of meat during processing 3.2 explain how to measure the water-holding capacity of meat 3.3 summarise how the structure of meat retains water and how retention levels can be increased 3.4 explain how water retention and water content of meat during processing can be managed 3.5 summarise the importance of water content management to yield control of meat			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand sensory analysis and the cooking of meat	4.1 describe how to carry out sensory analysis of meat 4.2 summarise the objectives of a sensory analysis of meat 4.3 explain how technology allows the colour of meat to be measured 4.4 explain how technology allows the texture of meat to be tested and measured 4.5 explain how cooking affects the physical and chemical structure of meat and the subsequent eating quality of meat			

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Unit 109: Principles of Adding Value to Meat and Poultry Products

Unit reference number: A/502/7846

QCF 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, in relation to 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			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand added value processes and options for meat and poultry	2.1 explain the different ways in which value can be added to meat and poultry, including the use of: – 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 2.2 describe which cuts of meat and poultry are best used in added value butchery 2.3 outline how primal cuts of meat and poultry can be used in added value food manufacture 2.4 explain the benefits of using meat and poultry trim and off cuts in meat or poultry added value products 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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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			

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Unit 110: Principles of Animal Waste and By-product Removal and the Processing of Edible Co-products

Unit reference number: H/502/7825

QCF 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, in relation to 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
1 Understand food waste, animal by-products and processing of edible co-products	1.1 summarise the different types and categories of food waste, animal by-products and edible co-products 1.2 outline processing, staining and disposal methods of disposal of food waste, animal by-products and edible co-products 1.3 explain the uses of food waste, animal by-products and edible co-products 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 1.5 describe the methods used to minimise the risk of cross-contamination			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the regulatory framework for specified risk material and by-products	2.1 state the definition of specified risk material (SRM) 2.2 outline the regulatory requirements for the removal of SRM 2.3 explain the importance of SRM in the processing of meat fit for human consumption and methods relating to its safe disposal 2.4 state the definition of category 1, 2 and 3 by-products			
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 carcases 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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Unit 111: Principles of Weights and Measures in Food Technology

Unit reference number: A/602/4505

QCF 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, in relation to 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			

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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			

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Unit 112: Principles of Freezing Methods in Food Technology

Unit reference number: F/602/4506

QCF 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, in relation to 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 effects the storage life of foods 1.3 describe the process of freezing in foods including: – ice crystal formation – concentration of dissolved substances – temperature requirements – tempering			

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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 affect 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: – immersion-freezing method – plate-freezing method – blast-freezing method 3.2 explain the use and functionality of: – 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			

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Unit 113: Principles of Gelatine Biochemistry in Food Science

Unit reference number: R/602/4512

QCF level: 3

Credit value: 4

Guided learning hours: 35

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in relation to the principles of gelatine biochemistry in food science.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 uses and production of gelatine in food science	1.1 explain the purpose of adding gelatine to: – increase viscosity of foods – act as a stabiliser – act as a setting and gelling agent 1.2 outline the type of foods that benefit from gelatine addition 1.3 state the two main sources of gelatine, derived from connective tissue rich in collagen fibres 1.4 explain how collagen is chemically converted to gelatine for use in food processing			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the structure of gelatine	2.1 outline the structure and chemistry of gelatine, and its unique amino acid composition 2.2 describe gelatine's affinity for water resulting from the high proportion of polar residues 2.3 explain how the characteristic shape of gelatine prevents coiling and provides advantageous gel-formation properties			
3 Understand the functions of gel and sol	3.1 describe the uses of pulverised gelatine, and granules and hydrated granules and colloidal sol 3.2 explain how the properties of gelatine (high proline) prevent denaturation by heat 3.3 explain how gelatine interacts with water to form a gel from a gelatine sol 3.4 describe the properties and chemical interactions of gel which determines liquid/solid stability 3.5 clarify the proportions of gelatine used in food processing needed to gel and stabilise foods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the technical application of gelatine	4.1 describe the technical characteristics of: – fruit and vegetable jellies – whips – sponges – creams 4.2 explain the hydrolysation effect of bromelain on gelatine 4.3 describe how gel release from moulds is best controlled			

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Unit 114: Principles of Lipid Functionality in Food Science

Unit reference number: M/602/4548

QCF level: 3

Credit value: 4

Guided learning hours: 35

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in relation to the principles of lipid functionality in food science.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 absorption and saturation of lipids	1.1 describe the daily recommended intake of lipid as part of a balanced diet 1.2 describe the quantity and location of lipid in the body 1.3 explain how lipids are digested in the human alimentary system 1.4 describe how lipids are absorbed across the wall of the human alimentary system into the blood 1.5 describe the storage of lipids by organs and tissues of the body 1.6 outline the medical problems resulting from lack of and excessive lipid intake or assimilation into the body			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the characteristics of lipid functionality	2.1 describe the role and properties of lipids in the body 2.2 describe how hydrolytic rancidity occurs in lipids and its characteristics 2.3 explain how oxidative rancidity occurs in lipids and the role of free radicals in the process 2.4 describe what can be done to retard rancidity and the role of antioxidants in retarding deterioration of lipids 2.5 explain how lecithin functions as an emulsifier 2.6 describe the role and function of cholesterol in the body			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the technical application of lipids	3.1 summarise the major sources of: – vegetable oils – animal fats – fish oils 3.2 describe how vegetable oils are extracted from plant material sources 3.3 describe what the main methods for refining vegetable oils are 3.4 describe the main components of: – vegetable oils – animal fats – fish oils 3.5 explain the characteristics of lard and suet 3.6 describe how the creaming properties of lard can be improved by interesterification			

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Unit 115: Principles of Protein Functionality in Food Science

Unit reference number: K/602/4550

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in relation to the principles of protein functionality in food science.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory 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 of protein	1.1 state the daily recommended intake of the first and second class nutrient protein as part of a balanced diet 1.2 describe the quantity and location of protein in the body 1.3 explain how proteins are classified by function in the body 1.4 outline the medical problems resulting from lack of protein intake or assimilation into the body			

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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the characteristics of protein functionality	2.1 outline the chemical structure of structural proteins which make up rigid sheets and elastic fibres 2.2 describe what the properties of structural proteins are 2.3 describe the role of: – physiologically-active proteins as enzymes – physiologically-active proteins as hormones – physiologically-active proteins as nucleoproteins – physiologically active proteins as blood proteins 2.4 outline what types of enzymes are active in the human body 2.5 describe how enzymes work and the factors affecting their activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the technical application of protein	3.1 describe how proteins are digested in the alimentary system 3.2 describe how proteins are absorbed across the wall of the alimentary system into the blood 3.3 describe the storage of amino acids and protein by organs and tissues of the body 3.4 explain how enzymic browning of foods takes place and methods of preventing this 3.5 explain how the non-enzymic browning of foods takes place (maillard reaction) and methods of preventing this			

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Unit 116: Principles of Food Labelling in Food Operations

Unit reference number: T/602/4566

QCF 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, in relation to 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			

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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			

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Unit 117: The Principles of HACCP for Food Manufacturing

Unit reference number: Y/600/2382

QCF 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, in relation to 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 pre-requisites 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			
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			

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Unit 118: Principles of Continuous Improvement Techniques (Kaizen) in Food Operations

Unit reference number: F/601/2954

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

The unit is designed for use primarily by 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, in relation to 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			

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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			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 explain how to use calculations for identifying the required production rate for a process 3.6 summarise the cycle time of a process 3.7 explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it including: – line balance – process displays			

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Unit 119: Principles of Sustainability in Food Operations

Unit reference number: L/601/2701

QCF level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

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

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

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in relation to 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: – energy – waste – water usage – transportation 1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility: – economic – social – environmental 1.3 describe the benefits of sustainability to the organisation and its stakeholders 1.4 summarise how sustainability impacts on all the component functions of an organisation			

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

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

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Further information

Our customer service numbers are:

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

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

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

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

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

How to obtain National Occupational Standards

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

Professional development and training

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

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

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

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

The training we provide:

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

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Annexe A: Progression pathways

The Edexcel qualification framework for the food and drink manufacture sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7				BTEC Level 7 Award, Certificate, Diploma in Management and Leadership BTEC Level 7 Extended Diploma in Management and Leadership	Level 7 Diploma in Management
6					
5			Level 5 Higher National Diploma Management	BTEC Level 5 Award, Certificate, Diploma in Management and Leadership	Level 5 Diploma in Management (QCF)
4			Level 4 Higher National Certificate Management		Level 4 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3				BTEC Level 3 Award, Certificate in Management	Level 3 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 3 Certificate and Diploma in Baking Industry Skills (QCF) Level 3 Certificate and Diploma in Meat and Poultry Industry Skills (QCF) Level 3 Proficiency in Food Manufacture (QCF): 1 Management pathway 2 Technical pathway 3 Supply Chain pathway Level 3 Certificate in Management

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Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2					BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF) BTEC Level 2 Award, Certificate in Team Leading	Level 2 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 2 Award, Certificate and Diploma in Baking Industry Skills (QCF) Level 2 Award, Certificate and Diploma in Brewing Industry Skills (QCF) Level 2 Certificate and Diploma in Meat and Poultry Industry Skills Level 2 Proficiency in Food Manufacture: 1 Control Operational Skills pathway 2 Retail Service pathway 3 Laboratory Skills pathway 4 Supply Chain pathway Level 2 Certificate in Team Leading (QCF)

Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
1						Level 1 in Food Manufacture

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Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

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Annexe C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

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

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Improve

food & drink sector skills council

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

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Table of Contents

Section 1 **503**

1.1 Purpose 503

1.2 Scope 503

1.3 Features 503

1.4 Equality of Opportunity and Diversity 505

Section 2 **506**

2.1 Working with Awarding Organisations 506

2.2 External quality control of assessment 506

2.3 Approval of centres to offer Proficiency Qualifications 507

Section 3 **509**

3.1 Approved Centres 509

3.2 Occupational competence of assessors 509

3.3 Occupational competence of internal QA personnel 510

Section 4 **511**

4.1 Assessment evidence 511

4.2 Workplace testimony 512

4.3 The use of simulation for providing evidence 512

4.4 Recognition of prior learning and experience 513

Section 5 **513**

5.1 The role of external QA personnel 513

5.2 External QA of assessment for employer approved centres 514

Annex 1 **517**

1.1 The Qualifications for Proficiency in Food Manufacturing Excellence (FME) 517

1.2 Occupational competence of assessors for FME 517

1.3 Occupational competence of internal QA personnel for FME 518

1.4 Occupational competence of external QA personnel for FME 519

Annex 2 **521**

1.1 The Level 2 Award in Proficient Poultry Meat Inspection 521

1.2 The Role of Poultry Processing Company Staff 521

1.3 Occupational competence of assessors 522

1.4 Occupational competence of internal QA personnel 522

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 Improve[1]. 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

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

individual's needs. It will support those who require the basics, but will also develop those who require significantly more detailed knowledge and understanding.

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

Of the Qualifications and Credit Framework (QCF)

All qualifications accredited on the Qualification and Credit Framework are made up of units of assessment which are allocated a credit value. This credit value is based on the average amount of time taken to complete the learning and assessment required by each unit. The calculation is based on notional learning hours; 10 notional learning hours = 1 credit. Units with differing credit values are therefore a feature of qualifications, reflecting the varying learning and assessment requirements of units.

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

Award	1 – 12 credits
Certificate	13 – 36 credits
Diploma	37+ credits.

Each unit of assessment is also allocated a level which reflects the degree of challenge of each unit.

The units of assessment detail the learning outcomes and assessment criteria which a candidate can accumulate, and combine together within a qualification of the appropriate size and level to meet their individual and employer needs.

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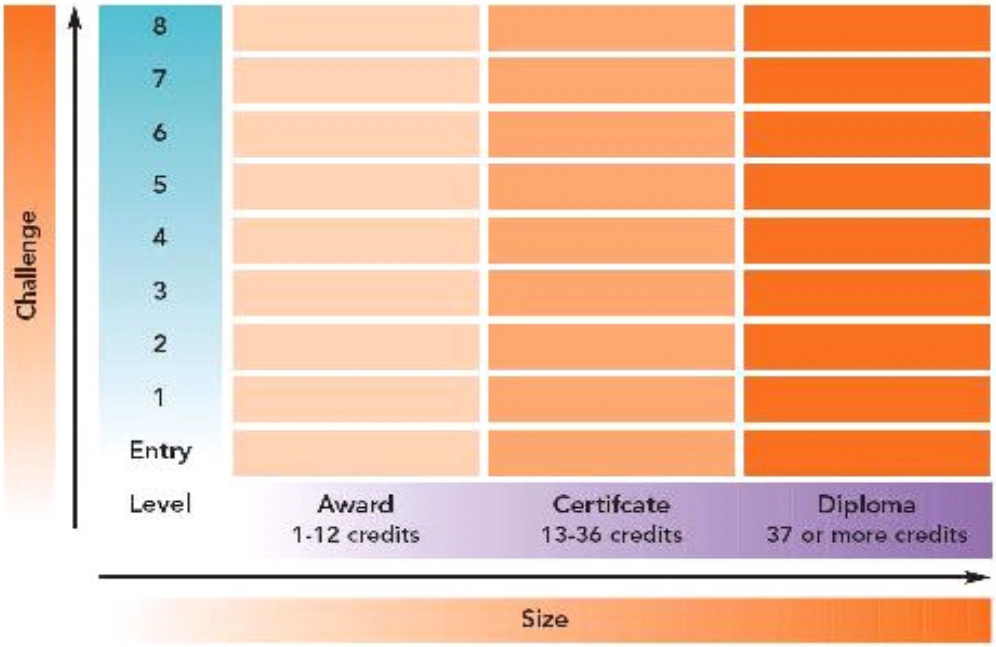
The Qualifications and Credit Framework



For further details about the QCF, visit the Ofqual website *www.ofqual.gov.uk*

1.4 Equality of Opportunity and Diversity

Improve is committed to developing and implementing high quality qualifications for the Qualifications and Credit Framework (QCF) which comply with all current relevant legislation and Ofqual regulations. For further details of how we work to ensure equality of opportunity and diversity, please refer to our Equality and Diversity Policy.

Awarding Organisation policy, procedures and guidance will detail the equality of opportunity and diversity implications for assessors and verifiers.

Section 2

2.1 Working with Awarding Organisations

An effective working relationship between Improve and Awarding Organisations, whose markets relate to the food and drink sector, is central to the successful delivery of Improve's Sector Qualifications Strategy (SQS). Improve will continue to work closely with Awarding Organisations through its Awarding Organisation Forum, and to develop this forum, to ensure that the SQS can be effectively implemented, through the SQS Action Plan.

In addition to engagement and technical activity at a forum level, individual memoranda of understanding and/or action plans are agreed with each Awarding Organisation to drive forward a range of operational and development activity.

Improve respects the individuality and confidentiality of each Awarding Organisation offering qualifications to the sector and the market place in which they are offered. Improve understands the need for differentiation in types and levels of service provided by Awarding Organisations to meet wide-ranging conditions across the sector, its labour market and potential sector entrants.

2.2 External quality control of assessment

The sector view is that it is important for external quality control to be achieved through an effective external quality sampling process combined with an annual approved centre risk rating system. Primarily, external quality control is aimed at improving internal quality assurance and assessment practice, and the effective exchange of information between centres, Awarding Organisations and Improve.

External quality control will be achieved through these requirements:

- Each year external quality assurance personnel will complete the recommended number of days of Continuing Professional Development (CPD), comprised of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation. Training should include relevant updating in respect of changes to legislation and regulations impacting on the sector, standardisation activities and good practice developments in assessment and improving quality assurance. Improve will be invited by Awarding Organisations to observe and/or provide relevant input to CPD activity as appropriate.

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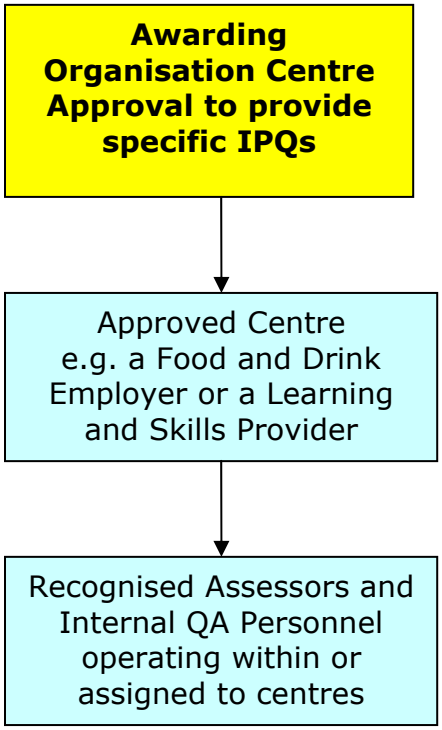
- Awarding Organisations will operate a risk rating system that is applied to each active approved centre. Details of the risk rating system should be provided as part of the submission for accreditation of the qualification to the relevant qualifications regulatory authority. The Awarding Organisations 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.



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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.

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- 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

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- 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.

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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

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- 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.

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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.

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