

# **Level 2 Certificate/ Diploma for Proficiency in Meat and Poultry Industry Skills 1287-21/22 Unit Pack**

January 2015 Version 1.2



## Qualification at a glance

<b>City &amp; Guilds Scheme Number</b>	<b>1287</b>
<b>Age group approved</b>	16-18, 18+, 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence
<b>Support materials</b>	Unit Pack Centre handbook

<b>Document version and date</b>	<b>Change detail</b>	<b>Section</b>
January 2015 v1.1	AC updated	Unit 001
January 2015 v1.2	GLH units: 006, 032, 033, 034 LO edited: 017, 028 Unit 039 level amended Unit 212, AC within LO3 edited	Unit front sections/LO's



# Units

## Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **[www.cityandguilds.com](http://www.cityandguilds.com)**

## Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria .

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## Unit 001

## Receive livestock in food operations

<b>UAN:</b>	<b>D/502/7709</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.509S National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who receive livestock in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the skills of learners in the workplace, receiving livestock in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to receive livestock in food operations
<b>Assessment criteria</b>
The learner can: 1.1 direct vehicles to the holding area for unloading of livestock 1.2 check that the delivery vehicle is correctly positioned and secured 1.3 check that the delivery vehicle is safe to unload 1.4 clear space to receive the livestock from the vehicle 1.5 check that the holding area is suitable and ready to receive livestock 1.6 clear the route from the vehicle to the holding area for livestock 1.7 check and secure all ramps, rails and handling equipment for unloading livestock 1.8 report any problems when planning to unload livestock to the relevant person.

<b>Learning outcome</b>
The learner will: 2 Accept livestock in food operations
<b>Assessment criteria</b>
The learner can: 2.1 check the condition of livestock to determine whether they are suitable to be accepted 2.2 check documentation from the vehicle driver 2.3 report any discrepancies in the document to the relevant people 2.4 follow the organisation's procedures to deal with any unacceptable livestock.

<b>Learning outcome</b>
The learner will: 3 Unload and pen livestock in food operations
<b>Assessment criteria</b>
The learner can: 3.1 gather livestock and move them to the holding area treating them in a safe manner 3.2 pen livestock in the holding area treating them humanely 3.3 check that livestock have a readily available, constant supply of drinking water 3.4 check that all livestock are located in the holding areas 3.5 check that livestock are held in the appropriate numbers in the holding areas 3.6 deal with any difficulties within the limits of own authority 3.7 direct vehicles away from holding areas when unloading is complete.

## Unit 002

## Understand how to receive livestock in food operations

<b>UAN:</b>	<b>R/502/7710</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the SD.510K Understand how to receive livestock in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to receive livestock, in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when receiving livestock in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Understand how to accept livestock
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 State the organisation's procedures for dealing with livestock with problems or potential problems of:</p> <ul style="list-style-type: none"> <li>a. ill-health</li> <li>b. stress</li> <li>c. appearance</li> <li>d. posture</li> <li>e. movement</li> <li>f. behaviour</li> </ul> <p>when preparing to receive livestock for food operations</p> <p>2.2 describe how to keep livestock healthy during transport and minimise the chances of stress or injury and the effect of this on carcass meat</p> <p>2.3 state the organisation's procedures for receiving and unloading livestock</p> <p>2.4 describe the organisation's procedures for documentation and reporting on matters relating to receiving livestock and the importance of checking to identify any errors.</p>



<b>Learning outcome</b>
The learner will: 3 Understand how to unload and pen livestock
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 describe methods of handling different species of livestock safely</p> <p>3.2 describe how to introduce livestock into holding areas in a way which minimises their stress</p> <p>3.3 state the importance of moving animals along a clear route from a vehicle to a holding area when receiving livestock</p> <p>3.4 describe the limits of your authority for dealing with difficulties and concerns to do with unloading and penning livestock.</p>

## Unit 003

## Receive poultry in food operations

<b>UAN:</b>	<b>Y/502/7711</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the SD.511S Receive poultry in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who receive poultry in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the skills of learners in the workplace, receiving poultry in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Receive and prepare to unload poultry
<b>Assessment criteria</b>
The learner can: 1.1 check that the delivery vehicle is in position for checking of birds 1.2 direct the parking of the vehicle into a position that avoids stress to birds 1.3 arrange for appropriate space to receive birds 1.4 check that handling equipment is available and safe for unloading poultry 1.5 check documentation from the delivery driver when receiving poultry.

<b>Learning outcome</b>
The learner will: 2 Unload poultry
<b>Assessment criteria</b>
The learner can: 2.1 check the condition of the poultry and their suitability for acceptance 2.2 direct vehicles to the area for unloading of poultry 2.3 check that the vehicle is secured and safe to unload 2.4 check that the unloading of poultry is safe and humane 2.5 assist with the movement or despatch of vehicles when unloading is complete.

## Unit 004

## Understand how to receive poultry in food operations

<b>UAN:</b>	<b>D/502/7712</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SD.512K Understand how to receive poultry in food manufacture, National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to receive poultry, in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when receiving poultry in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Understand how to unload poultry
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe how to recognise signs of ill-health in live poultry</p> <p>2.2 describe how to maintain the health of live poultry during transfer and minimise the chances of stress or injury</p> <p>2.3 list the effects of stress and damage on carcase meat</p> <p>2.4 list methods of securing the vehicle and preparing it for unloading live poultry</p> <p>2.5 state the importance of securing the vehicle and preparing it for unloading of live poultry</p> <p>2.6 state the organisation's procedures for dealing with the receipt of live poultry.</p>

## Unit 005

## Contribute to bio-security in livestock holding in food operations

<b>UAN:</b>	<b>H/502/7713</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the SD.515S Contribute to bio-security in livestock holding in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to bio-security in livestock holding in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to bio-security in livestock holding in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to enter the site
<b>Assessment criteria</b>
The learner can: 1.1 use and wear correct personal protective equipment that is fit for use 1.2 seek advice from the relevant person if further explanation is required concerning specific tasks.

<b>Learning outcome</b>
The learner will: 2 Maintain bio-security while on site
<b>Assessment criteria</b>
The learner can: 2.1 follow the organisation's rules for bio-security entering the site, while on site and leaving the site 2.2 follow the organisation's procedures for using personal protective equipment 2.3 take steps to avoid contamination and cross-contamination of the site.

<b>Learning outcome</b>
The learner will: 3 report any concerns on bio-security
<b>Assessment criteria</b>
The learner can: 3.1 communicate in a way that encourages effective working relationships 3.2 report any concerns to the relevant person.

## Unit 006

## Understand how to contribute to bio-security in livestock holding in food operations

<b>UAN:</b>	<b>K/502/7714</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.516K Understand Bio-security in livestock holding areas in food manufacture, National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand bio-security in livestock holding, in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining bio-security in livestock holding in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to enter the site
<b>Assessment criteria</b>
The learner can: 1.1 list tasks and activities in own area of responsibility 1.2 describe how to carry out tasks and activities in own area of responsibility 1.3 state who to go to for further information and advice on specific tasks and activities 1.4 state the importance of seeking further information or advice on how to do specific tasks or activities 1.5 list the personal protective clothing, footwear and equipment that is required by the organisation.

<b>Learning outcome</b>
The learner will: 2 Understand how to maintain bio-security while on site
<b>Assessment criteria</b>
The learner can: 2.1 state the organisation's procedures for bio-security for entering the site, while on site and leaving the site 2.2 describe how contamination and cross-contamination can occur and the effect on livestock 2.3 state the standards of bio-security for the work area 2.4 describe the organisation's health and safety procedures regarding bio-security 2.5 list methods of working effectively with others.

<b>Learning outcome</b>
The learner will: 3 Understand how to report any concerns on bio-security in food operations
<b>Assessment criteria</b>
The learner can: 3.1 describe methods of communicating effectively about bio-security 3.2 state why effective communication is important when dealing with bio-security.

## Unit 007

## Maintain reception and holding areas for livestock in food operations

<b>UAN:</b>	<b>M/502/7715</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.517S Maintain reception and holding areas for livestock in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who maintain reception and holding areas for livestock in a food business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining reception and holding areas for livestock in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare and identify areas requiring maintenance
<b>Assessment criteria</b>
The learner can: 1.1 select tools and materials for cleaning 1.2 check tools are fit for use 1.3 report any problems with tools and materials to the relevant person.

<b>Learning outcome</b>
The learner will: 2 Clean and maintain the livestock reception area
<b>Assessment criteria</b>
The learner can: 2.1 follow cleaning schedules for the livestock reception area 2.2 re-position fixtures and fittings in the livestock reception area 2.3 identify damaged and faulty fixtures and fittings 2.4 take action to repair or replace damaged and faulty fixtures and fittings 2.5 check fixtures and fittings for operational fitness in the livestock reception area 2.6 report problems with fixtures and fittings to the relevant person.

## Unit 008

## Understand how to maintain reception and holding areas for livestock in food operations

<b>UAN:</b>	<b>T/502/7716</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the SD.518K Understand how to maintain reception and holding areas for livestock in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to maintain reception and holding areas for livestock, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining reception and holding areas for livestock in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare and identify areas requiring maintenance
<b>Assessment criteria</b>
The learner can: 1.1 list cleaning tools and materials to use in maintaining reception and holdings areas 1.2 describe how to identify non-conforming tools 1.3 describe how to select the correct tools for cleaning and maintenance.

<b>Learning outcome</b>
The learner will: 2 Understand how to maintain the livestock reception area
<b>Assessment criteria</b>
The learner can: 2.1 state how to carry out cleaning of the livestock reception areas 2.2 describe how to re-position fixtures and fittings after cleaning 2.3 list the problems that can occur if fixtures and fittings are not repositioned after cleaning 2.4 state the importance of carrying out maintenance work 2.5 list the problems that may occur if maintenance work is not completed 2.6 state who to report problems to if own authority is exceeded.

## Unit 009

## Care for livestock pre-slaughter in food operations

<b>UAN:</b>	<b>A/502/7717</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the SD.519S Care for livestock pre-slaughter in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who care for livestock pre-slaughter in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, caring for livestock pre-slaughter in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Handle and separate livestock safely
<b>Assessment criteria</b>
The learner can: 1.1 handle livestock pre-slaughter in a way that is safe, is humane and minimises stress and injury 1.2 separate livestock pre-slaughter which are: a. dead on arrival b. dying c. diseased d. injured.

<b>Learning outcome</b>
The learner will: 2 Monitor livestock holding areas
<b>Assessment criteria</b>
The learner can: 2.1 confirm the suitability of the livestock holding area with the relevant person 2.2 keep livestock holding areas clean 2.3 check that livestock are held in numbers that do not cause distress or welfare problems 2.4 check and maintain adequate bedding, ventilation and light for the livestock pre-slaughter.

## Unit 010

## Understand how to care for livestock pre-slaughter in food operations

<b>UAN:</b>	<b>F/502/7718</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the SD.520K Understand how to care for livestock pre-slaughter for livestock in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to care for livestock pre-slaughter, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when caring for livestock pre-slaughter in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



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

<b>Learning outcome</b>
The learner will: 2 Understand how to monitor livestock holding areas
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 state why livestock must be located in holding areas for pre-slaughter care</p> <p>2.2 identify the relevant person to confirm the holding area for livestock</p> <p>2.3 list different fixtures and fittings required for holding areas</p> <p>2.4 describe how to follow cleaning schedules within the organisation's procedures to clean holding areas for livestock.</p>

## Unit 011

## Care for poultry pre-slaughter in food operations

<b>UAN:</b>	<b>J/502/7719</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the SD.521S Care for poultry pre-slaughter in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who care for poultry pre-slaughter in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, care for poultry pre-slaughter in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Monitor the welfare of poultry
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 check the condition of poultry waiting to be unloaded</li> <li>1.2 identify birds that are: <ul style="list-style-type: none"> <li>a. dead on arrival</li> <li>b. moribund</li> <li>c. diseased</li> <li>d. injured</li> </ul> </li> <li>1.3 check environmental conditions to ensure the welfare of poultry awaiting slaughter</li> <li>1.4 follow the organisation's procedures to deal with problems in the environmental conditions</li> <li>1.5 follow the organisation's procedures to inform the relevant people about birds who are: <ul style="list-style-type: none"> <li>a. dead on arrival</li> <li>b. moribund</li> <li>c. diseased</li> <li>d. injured.</li> </ul> </li> </ul>

<b>Learning outcome</b>
The learner will: 2 Care for poultry pre-slaughter
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 handle birds safely and humanely</li> <li>2.2 de-crate birds humanely</li> <li>2.3 separate birds that are: <ul style="list-style-type: none"> <li>a. dead on arrival</li> <li>b. moribund</li> <li>c. diseased</li> <li>d. injured</li> </ul> </li> <li>2.4 hang birds from the holding area in an efficient and humane manner.</li> </ul>

## Unit 012

## Understand how to care for poultry pre-slaughter in food operations

<b>UAN:</b>	<b>A/502/7720</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.522K Understand how to care for poultry pre-slaughter National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to care for poultry pre-slaughter, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when caring for poultry pre-slaughter in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to monitor the welfare of poultry
<b>Assessment criteria</b>
The learner can: 1.1 state own responsibilities under animal welfare regulations and legislation 1.2 describe how to assess the suitability of environmental conditions needed to care for poultry pre-slaughter and why it is important 1.3 describe how to check vehicles, crates and birds in holding areas 1.4 describe how to separate and deal with birds that need to be separated 1.5 state the organisation's procedures for moving, separating and monitoring poultry.

<b>Learning outcome</b>
The learner will: 2 Understand how to care for poultry pre-slaughter
<b>Assessment criteria</b>
The learner can: 2.1 state the organisation's procedures for hanging on birds 2.2 describe how to handle poultry in a way that minimises stress 2.3 describe how to recognise and deal with problems with poultry 2.4 describe how to identify birds that need separating in pre-slaughter care 2.5 describe how to separate poultry safely with minimum stress in pre-slaughter care 2.6 describe how to recognise stress in poultry in pre-slaughter care.

## Unit 013

## Prepare and monitor feed and water supplies to livestock in food operations

<b>UAN:</b>	<b>F/502/7721</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.525S Prepare and monitor feed and water supplies to livestock in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare and monitor feed and water supplies to livestock in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, preparing and monitoring feed and water supplies to livestock in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare feed and water supplies for livestock
<b>Assessment criteria</b>
The learner can: 1.1 follow the organisation's procedures to select the appropriate type, quantity and quality of feed 1.2 prepare livestock feed and keep adequate stocks in hygienic conditions 1.3 check livestock feed and water supplies to confirm they are fresh and clean 1.4 check that livestock feed and water equipment is safe and ready for use 1.5 record relevant information about feed and water supplies.

<b>Learning outcome</b>
The learner will: 2 Monitor and maintain supply of feed and water for livestock
<b>Assessment criteria</b>
The learner can: 2.1 follow the organisation's procedures to supply feed to livestock 2.2 follow the organisation's procedures to supply clean, fresh water to livestock 2.3 report concerns relating to the feeding and drinking habits of livestock immediately 2.4 monitor the condition of livestock feed and water 2.5 deal with problems relating to the condition of livestock feed and water immediately within own authority 2.6 clean and monitor livestock feed and drink equipment.

## Unit 014

# Understand how to prepare and monitor feed and water supplies to livestock in food operations

<b>UAN:</b>	<b>J/502/7722</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.526K Understand how to prepare and monitor feed and water supplies to livestock in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare and monitor feed and water supplies to livestock, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and monitoring feed and water supplies to livestock in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare feed and water supplies for livestock
<b>Assessment criteria</b>
The learner can: 1.1 list the type, quantity and quality of feed and drinking water for the relevant categories of livestock 1.2 describe how to obtain feed and maintain adequate stocks for livestock 1.3 list the reasons for checking the conditions of feed and water for livestock 1.4 state the importance of ensuring that all livestock have adequate access to feed and water for livestock 1.5 state the importance of recording information regarding feed and drink for livestock.

<b>Learning outcome</b>
The learner will: 2 Understand how to monitor and maintain supply of feed and water for livestock
<b>Assessment criteria</b>
The learner can: 2.1 describe how to provide feed and water to livestock 2.2 describe normal feeding and drinking behaviour of livestock and the possible reasons for changes in behaviour 2.3 state the organisation's procedures for reporting problems with feeding and watering the types of problems that may be encountered 2.4 state the importance of monitoring livestock's response to handling and the organisation's procedures for carrying this out 2.5 describe how to clean and keep feeding and watering equipment in a fit condition for livestock including the removal of organic waste 2.6 describe how to store and use feeding and watering equipment for livestock.

## Unit 015

## Carry out manual stunning of poultry

<b>UAN:</b>	<b>H/502/7730</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.103S Carry out manual stunning of meat or poultry species National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out manual stunning in an abattoir of a poultry meat processing business.</p> <p>The unit is designed for use primarily by abattoir operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out manual stunning of poultry. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Check equipment and facilities for manual stunning
<b>Assessment criteria</b>
The learner can: 1.1 make sure all tools or equipment required for stunning are available 1.2 check that tools or equipment needed for stunning are working 1.3 check that birds are available for stunning 1.4 check that the landing area is clean and free from obstacles 1.5 check that the slaughter line is ready to receive stunned birds 1.6 follow the food business operator's (FBO) procedures to deal with any problems with stunning within limits of own authority.

<b>Learning outcome</b>
The learner will: 2 Carry out stunning using manually operated methods
<b>Assessment criteria</b>
The learner can: 2.1 place the bird in a suitable and safe position to carry out stunning 2.2 position and operate the stunning tools or equipment 2.3 check that effective stunning has taken place 2.4 follow FBO procedures to deal with any ineffective stunning 2.5 make sure that the bird is removed from the stunning area with minimum carcase damage 2.6 hang the bird on the bleeding or dressing rail 2.7 make sure that regulatory requirements are met at every stage of the stunning process.

## Unit 016

## Understand how to carry out manual stunning of poultry

<b>UAN:</b>	<b>T/502/7733</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.104K Understand how to carry out manual stunning of meat or poultry species National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out manual stunning, in a poultry meat processing business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out manual slaughter of poultry. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to carry out manual stunning
<b>Assessment criteria</b>
The learner can: 1.1 state the importance of positioning poultry in the specified position for stunning 1.2 describe the importance of positioning the stunning tools or equipment to ensure effective stunning 1.3 state the importance of checking that back-up systems are in place before starting stunning 1.4 list the legally permitted methods of stunning poultry and pre-slaughter stunning checks required 1.5 outline the main regulatory requirements for the stunning of poultry.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out manual stunning
<b>Assessment criteria</b>
The learner can: 2.1 state how to position poultry to achieve an effective stun 2.2 describe how to operate the stunning tools or equipment 2.3 describe how to hang stunned birds for transfer to the bleeding or dressing rail 2.4 describe the importance of keeping birds calm in the stunning area 2.5 state how stress affects poultry in the stunning processes 2.6 list signs of effective and ineffective stunning 2.7 describe the process and procedural controls that relate to stunning areas.

## Unit 017

## Carry out manual stunning of red meat species

<b>UAN:</b>	<b>J/502/7736</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.103S Carry out manual stunning of meat and poultry species National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out manual stunning of red meat species in an abattoir of a meat processing business.</p> <p>The unit is designed for use primarily by abattoir operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out manual stunning of red meat species. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Check equipment and facilities for manual slaughter
<b>Assessment criteria</b>
The learner can: 1.1 make sure all tools and equipment for stunning is available 1.2 check that tools and equipment needed for stunning is working 1.3 check that animals are available for stunning 1.4 check that the landing area is clean and free from obstacles 1.5 check that the slaughter line is ready to receive stunned animals 1.6 follow food business operator's (FBO) procedures to deal with any problems with stunning tools and equipment.

<b>Learning outcome</b>
The learner will: 2 Stun animals using manually operated methods
<b>Assessment criteria</b>
The learner can: 2.1 position the animal in a suitable and safe position to carry out stunning 2.2 position and operate the stunning tools and equipment 2.3 check that effective stunning has taken place 2.4 follow FBO's procedures to deal with any ineffective operation of stunning tools and equipment 2.5 make sure that the animal is removed from the stunning area with minimum carcase damage 2.6 shackle the animal for lifting to the bleeding or dressing rail 2.7 make sure that regulatory requirements are met at every stage of the stunning process.

## Unit 018

## Understand how to carry out manual stunning of red meat species

<b>UAN:</b>	<b>R/502/7738</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.104K Understand how to carry out manual stunning of meat and poultry species National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out manual stunning, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out manual slaughter of red meat species. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to prepare to carry out manual stunning
<b>Assessment criteria</b>
The learner can: 1.1 state the importance of positioning an animal correctly for stunning 1.2 describe the importance of positioning the stunning tools and equipment to ensure effective stunning 1.3 state the importance of checking that back-up systems are in place before starting stunning 1.4 list the legally permitted methods of stunning red meat species, and the pre-slaughter and stunning checks required 1.5 outline the legal requirements for the stunning of animals.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out manual stunning
<b>Assessment criteria</b>
The learner can: 2.1 describe how to position the animal to achieve an effective stun 2.2 describe how to operate the stunning tools and equipment effectively 2.3 describe how to shackle and lift stunned animals for transfer to the bleeding or dressing rail 2.4 describe the importance of keeping animals calm in the stunning area 2.5 state the effects of animal stress in the stunning process 2.6 list the signs of effective and ineffective stunning 2.7 describe the process controls that relate to stunning areas.

## Unit 019

## Operate an electric stunning system for poultry

<b>UAN:</b>	<b>Y/502/7739</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.108S Control an automated stunning system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate an electric stunning system in a poultry meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating an electric stunning system for poultry. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate an electric stunning system for poultry
<b>Assessment criteria</b>
The learner can: 1.1 check that the equipment is working before stunning operations start 1.2 check that the feed to the stunning equipment is running at the specified speed 1.3 check that the first birds into the system are effectively stunned 1.4 follow the food business operator's (FBO) procedures to deal with problems if the stunning equipment does not operate correctly.

<b>Learning outcome</b>
The learner will: 2 Operate and monitor an electric stunning system for poultry
<b>Assessment criteria</b>
The learner can: 2.1 feed birds to the stunning point at the specified speed 2.2 check that regulatory requirements are met when feeding birds into the stunning point 2.3 check that birds are effectively stunned at the stunning point 2.4 follow FBO's procedures to deal with birds that are not adequately stunned 2.5 monitor the flow of birds between the stunning point and the sticking point 2.6 identify any breach of regulatory requirement in the flow of birds between the stunning point and the bleeding point 2.7 follow FBO's procedures to deal with faulty equipment or process flow problems.

## Unit 020

## Understand how to operate an electric stunning system for poultry

<b>UAN:</b>	<b>R/502/7741</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.109K Understand how to control an automated stunning system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim</b>	<p>This unit supports workforce development for those who understand how to operate an electric stunning system, in a poultry meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating an electric stunning system for poultry. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to operate an electric stunning system for poultry
<b>Assessment criteria</b>
The learner can: 1.1 state how birds are stunned in an electric system 1.2 describe the components of the stunning equipment 1.3 list the main types of electric stunning equipment used in poultry processing 1.4 outline the regulatory requirements relating to stunning of birds 1.5 state how to start up an electric stunning system 1.6 outline why birds are stunned before bleeding 1.7 describe how to check that birds have been effectively stunned.

<b>Learning outcome</b>
The learner will: 2 Know how to operate and monitor an electric stunning system for poultry
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of following food business operator's (FBO) procedures 2.2 state how to operate and shut down electric stunning equipment 2.3 outline the process controls for an electric stunning process 2.4 describe how to monitor the operation of electric stunning equipment 2.5 describe the consequences of failure of electric stunning equipment 2.6 state how to use available alternative methods of stunning.

## Unit 021

## Operate a gas stunning system for poultry

<b>UAN:</b>	<b>Y/502/7742</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.108S Control an automated stunning system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a gas stunning system in a poultry meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a gas stunning system for poultry. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate a gas stunning system for poultry
<b>Assessment criteria</b>
The learner can: 1.1 check that the equipment is working before stunning operations start 1.2 check that the feed to the stunning equipment is running at the specified speed 1.3 check that the gas mixtures are set at the specified ratios 1.4 check that the first birds into the system are effectively stunned 1.5 follow food business operator's (FBO) procedures to deal with problems if the stunning machinery does not operate correctly.

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a gas stunning system for poultry
<b>Assessment criteria</b>
The learner can: 2.1 feed crates of birds into the stunning system at the specified speed 2.2 check that regulatory requirements are met when feeding birds into the stunning point 2.3 check that birds are effectively stunned 2.4 follow FBO's procedures to deal with birds that are not adequately stunned 2.5 monitor the flow of birds into the stunning point 2.6 identify any breach of regulatory requirement during the stunning process 2.7 follow FBO's procedures to deal with faulty equipment or process flow problems.

## Unit 022

## Understand how to operate a gas stunning system for poultry

<b>UAN:</b>	<b>H/502/7744</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.109K Understand how to control an automated stunning system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a gas stunning system, in a poultry meat processing business.</p> <p>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.</p>
<b>Assessment:</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a gas stunning system for poultry. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to prepare to operate a gas stunning system for poultry
<b>Assessment criteria</b>
The learner can: 1.1 outline how birds are stunned in a gas system 1.2 describe the components of gases used in gas stunning equipment 1.3 list the main types of gas stunning equipment used in poultry processing 1.4 describe the regulatory requirements relating to stunning of birds 1.5 state how to start up a gas stunning system 1.6 outline how to ensure that gas mixture is appropriate to the process 1.7 describe why birds are stunned before bleeding 1.8 describe how to check that birds have been effectively stunned.

<b>Learning outcome</b>
The learner will: 2 Know how to operate and monitor a gas stunning system for poultry
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of following food business operator's (FBO) procedures 2.2 state how to operate gas stunning equipment 2.3 describe the process controls used within a gas stunning process 2.4 describe how to monitor the operation of gas stunning equipment 2.5 describe the consequences of failure of gas stunning equipment 2.6 state how to use available alternative methods of stunning.

## Unit 023

## Operate a stunning system for red meat species

<b>UAN:</b>	<b>K/502/7745</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.108S Control an automated stunning system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a stunning system in an abattoir of a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a stunning system for red meat species. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate a stunning system
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 carry out pre-start up checks and start up the equipment</li> <li>1.2 check that the feed to the stunning equipment is running at the specified speed</li> <li>1.3 check that the sticking point is ready to receive stunned animals</li> <li>1.4 check that the first animals into the sticking point are effectively stunned</li> <li>1.5 follow the food business operator's (FBO) procedures to deal with problems if the stunning equipment does not operate correctly.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a stunning system
<b>Assessment criteria</b>
<p>the learner can:</p> <ul style="list-style-type: none"> <li>2.1 feed animals to the stunning point at the specified speed</li> <li>2.2 check that regulatory requirements are met when feeding animals into the stunning point</li> <li>2.3 check that animals are effectively stunned</li> <li>2.4 follow the food business operator's (FBO) procedures to deal with animals that are not adequately stunned</li> <li>2.5 monitor the flow of animals between the stunning point and the sticking point</li> <li>2.6 identify any breach of regulatory requirement in the flow of animals between the stunning point and the sticking point</li> <li>2.7 follow food business operator's (FBO) procedures to deal with faulty equipment or process flow problems.</li> </ul>

## Unit 024

## Understand how to operate a stunning system for red meat species

<b>UAN:</b>	<b>M/502/7746</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.109K Understand how to control an automated stunning system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a stunning system, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a stunning system for red meat species. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to operate a stunning system
<b>Assessment criteria</b>
The learner can: 1.1 state how animals are stunned in a system 1.2 describe the components of stunning equipment 1.3 list the types of stunning equipment for red meat species 1.4 describe the regulatory requirements relating to stunning of animals 1.5 state how to start up a stunning system 1.6 describe why animals are stunned before bleeding 1.7 describe how to check that animals have been effectively stunned.

<b>Learning outcome</b>
The learner will: 2 Know how to operate and monitor a stunning system
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of following food business operator's (FBO) procedures 2.2 state how to operate stunning equipment 2.3 describe the process controls within a stunning process 2.4 describe how to monitor the operation of stunning equipment 2.5 describe the consequences of failure of stunning equipment 2.6 state how to use available alternative methods of stunning.

## Unit 025

## Carry out manual bleeding operations

<b>UAN:</b>	<b>T/502/7747</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.110S Carry out manual bleeding operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out manual bleeding operations in an abattoir of a meat processing business.</p> <p>The unit is designed for use primarily by abattoir operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out manual bleeding operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out bleeding operations
<b>Assessment criteria</b>
The learner can: 1.1 assemble the tools, equipment and personal protective equipment needed to carry out bleeding 1.2 check that tools and equipment are operational and meet regulatory requirements 1.3 check facilities for holding animals or birds during bleeding 1.4 move into position at the bleeding point to carry out bleeding 1.5 follow the food business operator's (FBO) procedures to deal with any problems during the preparation process.

<b>Learning outcome</b>
The learner will: 2 Bleed animals or birds
<b>Assessment criteria</b>
The learner can: 2.1 check that animals or birds are insensible to pain before bleeding 2.2 follow FBO's procedures to deal with animals or birds that are not insensible to pain before bleeding 2.3 move the animal or bird into the specified position for bleeding 2.4 select and use the appropriate tool for bleeding 2.5 sever blood vessels so that blood is released from the carcass rapidly 2.6 follow FBO's procedures to meet regulatory requirements during bleeding 2.7 make the animal or bird available to the next stage in processing.

## Unit 026

## Understand how to carry out manual bleeding operations

<b>UAN:</b>	<b>A/502/7748</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.111K Understand how to carry out manual bleeding operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out manual bleeding operations, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out manual bleeding operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to prepare to carry out manual bleeding operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline why animals are bled before being processed for meat</li> <li>1.2 outline the regulatory, welfare and quality requirements for bleeding operations</li> <li>1.3 state how to access and the importance of the food business operator's (FBO) procedures for bleeding</li> <li>1.4 describe the position and features of the blood vessels used in the bleeding of animals or birds</li> <li>1.5 describe how to maintain the cleanliness and effectiveness of tools and equipment for cutting and bleeding</li> <li>1.6 describe the importance of, and ways of ensuring that animals or birds are insensible to pain before sticking and bleeding.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to carry out manual bleeding operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe methods of cutting animals or birds to maximise bleeding</li> <li>2.2 list the quality and welfare problems that may result from improper sticking or cutting of animals or birds</li> <li>2.3 state why hygiene control is important in bleeding operations</li> <li>2.4 describe process controls involved in cutting and bleeding of animals or birds</li> <li>2.5 outline how animals or birds are made available for the next stage in meat processing.</li> </ul>

## Unit 027

## Operate a poultry bleeding system

<b>UAN:</b>	<b>L/502/7754</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.112S Control an automated bleeding system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a bleeding system in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a poultry bleeding system. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate a poultry bleeding system
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 select, wear and use personal protective equipment</li> <li>1.2 check that the necessary tools and equipment are working before birds are fed into the system</li> <li>1.3 check that the cutting system is operating at the required speed, cutting height and pitch</li> <li>1.4 set the height and pitch of the cutting equipment to match the size of birds to be processed</li> <li>1.5 check that the first birds into the equipment are cut effectively and humanely</li> <li>1.6 follow food business operator's (FBO) procedures to deal with any problems which mean that cutting may not be safe, hygienic or humane.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a poultry bleeding system
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 operate the system in accordance with FBO's procedures to maintain processing targets and yield</li> <li>2.2 monitor the feed into the cutting point to ensure FBO's procedures are met</li> <li>2.3 monitor the flow of birds out of the cutting point to prevent delays in processing</li> <li>2.4 follow FBO's procedures to deal with problems or interruptions that affect processing.</li> </ul>

## Unit 028

## Understand how to operate a poultry bleeding system

<b>UAN:</b>	<b>R/502/7755</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.113K Understand how to control an automated bleeding system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a bleeding system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a bleeding system. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to operate a poultry bleeding system
<b>Assessment criteria</b>
The learner can: 1.1 list the operating limits of bleeding equipment 1.2 outline the main component parts of bleeding equipment 1.3 describe the regulatory, welfare and quality requirements for using cutting equipment 1.4 state the advantages of bleeding systems for poultry processing.

<b>Learning outcome</b>
The learner will: 2 Know how to operate and monitor a poultry bleeding system
<b>Assessment criteria</b>
The learner can: 2.1 state the signs of effective and ineffective bleeding of poultry 2.2 describe how the feed into and from cutting equipment is monitored and why monitoring is important 2.3 state the food business operator's (FBO) procedures for operating a bleeding system including: a. start-up b. setting and adjustment c. action in case of ineffective cutting d. shut down 2.4 describe what might happen if cutting equipment fails, and the procedures to follow in the event of failure 2.5 describe the process controls within a bleeding system.

<b>UAN:</b>	<b>H/502/7761</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.114S Carry out religious slaughter National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out religious slaughter in an abattoir.</p> <p>The unit is designed for use primarily by abattoir staff and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace to carry out religious slaughter.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p>

<b>Learning outcome</b>
The learner will: 1 Check equipment and facilities for religious slaughter
<b>Assessment criteria</b>
The learner can: 1.1 check the equipment for slaughter is available and in safe working condition 1.2 check that the animals available for slaughter have not come into contact with animals not due for religious slaughter 1.3 check that the landing area is clean and free from obstacles 1.4 check that the line is ready to receive slaughtered animals 1.5 follow the food business operator's (FBO) procedures to solve preparation problems 1.6 follow procedures according to religious requirements.

<b>Learning outcome</b>
The learner will: 2 Carry out religious slaughter
<b>Assessment criteria</b>
The learner can: 2.1 ensure that the animal is placed in a suitable and safe position for slaughter 2.2 ensure that the animal's chest is facing the correct way to comply with the faith's slaughter procedures 2.3 position the slaughtering tools and equipment 2.4 make the incision to slaughter the animal 2.5 check effective slaughter has taken place 2.6 ensure nothing further is done to the carcase until the time required by civil or religious regulation has passed 2.7 take action to deal with ineffective slaughter in accordance with FBO's procedures.

<b>Learning outcome</b>
The learner will: 3 Pass the carcase to the next stage in processing
<b>Assessment criteria</b>
The learner can: 3.1 remove animal from slaughter area minimising damage to carcase 3.2 complete reporting procedures 3.3 ensure that tools and equipment are checked and cleaned ready for the next animal.

## Unit 030

## Understand how to carry out religious slaughter

<b>UAN:</b>	<b>K/502/7762</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.115K Understand how to carry out religious slaughter National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out religious slaughter in an abattoir.</p> <p>The unit is designed for use primarily by abattoir staff and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context when understanding how to carry out religious slaughter. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know about the equipment and facilities needed for religious slaughter
<b>Assessment criteria</b>
The learner can: 1.1 describe the pre-slaughter checks required 1.2 describe the importance of positioning the animal and equipment to achieve the correct depth of cut and a compliant slaughter 1.3 outline the importance of checking back up systems are in place 1.4 state why animals need to be kept calm and the potential stress effects of slaughter on them.

<b>Learning outcome</b>
The learner will: 2 Know how to perform religious slaughter
<b>Assessment criteria</b>
The learner can: 2.1 describe how to operate tools and equipment correctly 2.2 describe the methods of slaughter that comply with legal and faith regulations 2.3 outline the signs that determine whether slaughter is effective or ineffective, according to legal and religious regulations 2.4 state how to lift the animal to the bleeding or dressing rail 2.5 outline the workplace controls for religious slaughter.

## Unit 031

## Carry out bleeding operations for Halal meat

<b>UAN:</b>	<b>M/502/7763</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.118S Carry out bleeding operations for Halal meat National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out bleeding operations for Halal meat in an abattoir.</p> <p>The unit is designed for use primarily by abattoir staff and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners on-the-job, in the workplace, to carry out bleeding operations for Halal meat.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out bleeding
<b>Assessment criteria</b>
The learner can: 1.1 assemble tools and equipment required for bleeding 1.2 check the equipment for bleeding is in safe working order 1.3 check facilities for holding animals planned for bleeding 1.4 follow the food business operator's (FBO) procedures to deal with any problems in preparing the bleed point.

<b>Learning outcome</b>
The learner will: 2 Bleed animals
<b>Assessment criteria</b>
The learner can: 2.1 check that animals are insensible to pain before bleeding 2.2 take action to deal with animals that may still feel pain 2.3 move the animal into correct position for bleeding 2.4 check the temperature is correct for bleeding 2.5 use tools and Halal methods for bleeding 2.6 sever blood vessels to ensure that blood is released from the carcase rapidly 2.7 check that all flowing blood is removed from the carcase before continuing with processing.

## Unit 032

## Understand how to carry out bleeding operations for Halal meat

<b>UAN:</b>	<b>F/502/7766</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.119K Understand how to carry out bleeding operations for Halal meat National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out bleeding operations for Halal meat in an abattoir.</p> <p>The unit is designed for use primarily by abattoir staff and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context when understanding how to carry out bleeding operations for Halal meat. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about preparing to bleed animals for Halal meat
<b>Assessment criteria</b>
The learner can: 1.1 describe why animals are bled before human consumption 1.2 describe the positioning and features of blood vessels used in the bleeding of animals and birds 1.3 outline the problems that result from improper cutting of animals or birds 1.4 outline methods of ensuring that animals are insensible to pain before bleeding out.

<b>Learning outcome</b>
The learner will: 2 Know about bleeding for Halal meat operations
<b>Assessment criteria</b>
The learner can: 2.1 describe the Halal methods and process of cutting animals to maximise bleeding 2.2 describe how to maintain tools and equipment for cutting and bleeding 2.3 state the importance of hygiene control in bleeding 2.4 outline the legislation relating to bleeding 2.5 describe the controls involved in cutting and bleeding.

## Unit 033

## Operate a meat carcase shackling system

<b>UAN:</b>	<b>R/502/7772</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the MP.120S Control a carcase shackling system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a carcase shackling system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a meat carcase shackling system. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate a carcass shackling system
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 check availability of shackling equipment 1.3 check equipment is in safe working order 1.4 check the working area is clear for shackling operations 1.5 adhere to the food business operator's (FBO) requirements when dealing with carcass shackling problems.

<b>Learning outcome</b>
The learner will: 2 Operate a carcass shackling system
<b>Assessment criteria</b>
The learner can: 2.1 shackle carcasses or part carcasses 2.2 check carcasses are shackled safely 2.3 move carcasses within processing areas according to processing needs 2.4 return shackling equipment to storage area or make available for immediate use 2.5 make carcasses available to the next stage in processing 2.6 follow the FBO procedures and deal with equipment or processing problems.

## Unit 034

## Understand how to operate a meat carcass shackling system

<b>UAN:</b>	<b>A/502/7782</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the MP.121K Understand how to control a carcass shackling system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a carcass shackling system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a meat carcass shackling system. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to prepare to operate a carcass shackling system
<b>Assessment criteria</b>
The learner can: 1.1 outline the food business operator's (FBO) procedures for preparing to operate a carcass shackling system 1.2 state the personal protective equipment required 1.3 list the equipment required for a shackling system 1.4 outline how to check the carcass shackling system is operating correctly.

<b>Learning outcome</b>
The learner will: 2 Know how to operate a carcass shackling system
<b>Assessment criteria</b>
The learner can: 2.1 outline why it is important to follow FBO procedures 2.2 state why it is important to ensure the work area is clear when operating a carcass shackling system 2.3 describe the advantages of carcass shackling over non-shackling movement methods 2.4 outline how to operate carcass shackling equipment.

## Unit 035

## Carry out skinning of meat carcasses

<b>UAN:</b>	<b>R/502/7786</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the MP.122S Skin meat species National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who skin carcasses in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, skinning meat carcasses. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out carcase skinning
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 check tools and equipment needed for skinning are in safe working order 1.3 check that the facilities, carcase transport system, tools and equipment are working 1.4 check that carcasses meet food business operator's (FBO) specifications 1.5 place the carcase in the most effective position for skinning 1.6 follow fbo's procedures to deal with preparation problems.

<b>Learning outcome</b>
The learner will: 2 Carry out carcase skinning
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to carry out ripping lines for skinning 2.2 separate, remove and dispose of the hide or skin from the carcase according to FBO procedures 2.3 carry out skinning at a pace to meet processing and procedural requirements 2.4 clean and maintain tools and equipment between skinning tasks to meet food safety requirements 2.5 follow FBO procedures to deal with skinning processing problems 2.6 check that the carcase conforms to FBO specifications 2.7 carry out additional trimming to maintain compliance with FBO carcase specifications.

## Unit 036

## Understand how to carry out skinning of meat carcasses

<b>UAN:</b>	<b>Y/502/7756</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.123K Understand how to skin meat species National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to skin carcasses, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when skinning meat carcasses. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for carcase skinning
<b>Assessment criteria</b>
The learner can: 1.1 outline the principles involved in removing the hide or skin of animals to be used for food 1.2 describe how to access and the importance of the food business operator's (FBO) procedures for skinning 1.3 outline the ripping lines for different species of animals 1.4 list tools and equipment used for skinning.

<b>Learning outcome</b>
The learner will: 2 Understand how to skin carcasses
<b>Assessment criteria</b>
The learner can: 2.1 describe the facilities needed to maintain skinning operations 2.2 state the importance and methods of ripping without causing damage to a hide or skin 2.3 state the quality standards for skinning carcasses 2.4 outline the FBO procedures and legal requirements for skinning of carcasses 2.5 describe the process controls relating to skinning operations including removal and disposal of the skin 2.6 state the importance of carcase hygiene control.

## Unit 037

## Operate a poultry plucking system

<b>UAN:</b>	<b>K/502/7759</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.124S Control an automated de-hairing or de-feathering system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a plucking system in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a poultry plucking system. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate a plucking system
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 select and use personal protective clothing and equipment</li> <li>1.2 check the temperature of the plucking system</li> <li>1.3 follow food business operator's (FBO) procedures to set up the system and operating temperature to meet processing needs</li> <li>1.4 check that the feed of carcasses into and from the plucking system is working</li> <li>1.5 follow FBO procedures to deal with quality problems in preparing the plucking system</li> <li>1.6 check that the discharge area is available for reception of plucked carcasses</li> <li>1.7 follow FBO procedures to deal with any problems in the availability of space in the discharge area.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a plucking system
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 follow food business operator's (FBO) procedures to maintain the operating flow of the plucking system</li> <li>2.2 operate and change the speed of feed into the plucking system when necessary</li> <li>2.3 monitor and adjust the temperature of the plucking system as necessary</li> <li>2.4 monitor and maintain the condition of plucked carcasses</li> <li>2.5 monitor and adjust the flow of carcasses to the discharge area</li> <li>2.6 follow FBO procedures to deal with quality problems in the system.</li> </ul>

## Unit 038

## Understand how to operate a poultry plucking system

<b>UAN:</b>	<b>M/502/7794</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.125K Understand how to control an automated de-hairing or de-feathering system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a plucking system, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a poultry plucking system. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to operate a plucking system
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access and the importance of the food business operator's (FBO) procedures for plucking 1.2 state the purpose of plucking 1.3 state company quality specifications for plucked carcasses 1.4 describe the purpose of immersion tanks 1.5 describe why temperature control of the immersion process is important.

<b>Learning outcome</b>
The learner will: 2 Understand how to operate and monitor a plucking system
<b>Assessment criteria</b>
The learner can: 2.1 describe why it is important to maintain quality control and the specified speed of flow through the system 2.2 outline the FBO procedures for dealing with problems in the system 2.3 outline the regulatory provisions affecting the plucking process 2.4 describe the process controls and control points in the plucking process.

<b>UAN:</b>	<b>Y/502/7787</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the MP.124S Control an automated de-hairing or de-feathering system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a de-hairing system in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a de-hairing system. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to operate a de-hairing system
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective equipment 1.2 check the operating temperature of the de-hairing system 1.3 follow food business operator's (FBO) procedures to adjust the temperature and system control 1.4 set up a de-hairing system to meet processing requirements 1.5 check that the feed of carcasses into and from the de-hairing system is working 1.6 follow FBO procedures to deal with system preparation problems 1.7 check that the discharge area is available for reception of de-haired carcasses.

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a de-hairing system
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures in operating the system to maintain the condition of de-haired carcasses 2.2 monitor and adjust the temperature of the de-hairing system to meet processing requirements 2.3 monitor the feed into the de-hairing system to make sure carcasses feed at the appropriate speed 2.4 check the condition of de-haired carcasses from the automated system meet quality specifications 2.5 monitor the flow of carcasses to the discharge area 2.6 follow FBO procedures to deal with de-hairing and processing problems.

## Unit 040

## Understand how to operate a de-hairing system

<b>UAN:</b>	<b>D/502/7788</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the MP.125K Understand how to control an automated de-hairing or de-feathering system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to operate a de-hairing system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a de-hairing system. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to operate a de-hairing system
<b>Assessment criteria</b>
The learner can: 1.1 state how to access and the importance of the food business operator's (FBO) procedures 1.2 state the purpose of de-hairing carcasses 1.3 outline different methods of de-hairing carcasses including: a. scalding b. singeing 1.4 describe the purpose of immersion tanks and why temperature and time control is important 1.5 outline the personal protective equipment required.

<b>Learning outcome</b>
The learner will: 2 Know how to monitor and operate a de-hairing system
<b>Assessment criteria</b>
The learner can: 2.1 state the FBO quality specifications for de-haired carcasses 2.2 describe why it is important to maintain the correct speed of flow through a de-hairing system 2.3 outline what may happen if there are problems that develop in a de-hairing system 2.4 outline the FBO procedures for correcting problems in the system 2.5 describe the process controls and control points in the de-hairing process.

## Unit 041

## Carry out rodding and clipping of meat carcasses

<b>UAN:</b>	<b>J/502/7803</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the MP.126S Carry out rodding and clipping of meat carcasses National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out rodding and clipping of carcasses, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, rodding and clipping meat carcasses. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out carcase rodding and clipping
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 check the availability and cleanliness of tools, equipment, sealing clips/bands 1.3 check that the facilities, carcase transport system, tools and equipment are working 1.4 check that carcasses meet food business operator's (FBO) specifications 1.5 place the carcase in the most effective position for rodding and clipping 1.6 follow FBO procedures to deal with preparation problems.

<b>Learning outcome</b>
The learner will: 2 Carry out carcase rodding and clipping
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to carry out rodding 2.2 maintain the pace of rodding according to processing needs 2.3 clip the oesophagus to ensure a seal 2.4 clean and maintain tools and equipment to meet food safety requirements 2.5 follow FBO procedures to deal with rodding and clipping processing problems 2.6 check that the carcase conforms to FBO specifications 2.7 make the carcase available for the next processing stage.

## Unit 042

## Understand how to carry out rodding and clipping of meat carcasses

<b>UAN:</b>	<b>R/502/7805</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the MP.127K Understand how to carry out rodding and clipping of meat carcasses National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out rodding and clipping carcasses, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when rodding and clipping meat carcasses. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for carcase rodding and clipping
<b>Assessment criteria</b>
The learner can: 1.1 state the principles involved in rodding and clipping of carcasses to be used for food 1.2 describe how to access and the importance of the food business operator's (FBO) procedures for rodding and clipping 1.3 outline why it is necessary to check the cleanliness of the work area 1.4 list tools, equipment and disposables used for rodding and clipping.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out rodding and clipping of carcasses
<b>Assessment criteria</b>
The learner can: 2.1 describe the facilities needed to maintain rodding and clipping operations 2.2 state the importance of precision clipping 2.3 state why it is important to maintain the processing flow of rodding and clipping 2.4 outline the FBO procedures and legal requirements for rodding and clipping 2.5 describe the process controls relating to rodding and clipping operations including removal and disposal of waste 2.6 state the importance of carcase hygiene control.

## Unit 043

## Carry out splitting of meat carcasses

<b>UAN:</b>	<b>Y/502/7806</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the MP.128S Split meat carcasses National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out splitting of carcasses, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, splitting meat carcasses. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out carcase splitting
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 check the availability of carcasses, and the working and cleanliness of facilities, tools and equipment 1.3 check that carcasses meet food business operator's (FBO) specifications 1.4 place the carcase in the most effective position for splitting 1.5 follow FBO procedures to deal with preparation problems 1.6 check the availability of storage for split carcasses.

<b>Learning outcome</b>
The learner will: 2 Carry out carcase splitting
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to carry out splitting 2.2 maintain the pace of splitting according to processing needs 2.3 clean and maintain tools and equipment to meet food safety requirements 2.4 follow FBO procedures to deal with splitting processing problems 2.5 check that the split carcasses conforms to FBO specifications 2.6 make the split carcase available for the next processing stage.

## Unit 044

## Understand how to carry out splitting of meat carcasses

<b>UAN:</b>	<b>H/502/7808</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the MP.129K Understand how to split carcasses National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out splitting of carcasses, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when splitting meat carcasses. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for carcase splitting
<b>Assessment criteria</b>
The learner can: 1.1 outline the purpose of carcase splitting 1.2 describe how to access and the importance of the food business operator's (FBO) procedures for splitting 1.3 outline why it is necessary to check the cleanliness of the work area 1.4 list the tools and equipment used for splitting.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out splitting of carcasses
<b>Assessment criteria</b>
The learner can: 2.1 describe the facilities needed to maintain splitting operations 2.2 state why it is important to maintain the processing flow of splitting 2.3 outline the FBO procedures and requirements for splitting 2.4 describe the process controls relating to splitting operations including removal and disposal of waste 2.5 state the importance of carcase hygiene control.

## Unit 045

## Remove specified risk material in meat processing

<b>UAN:</b>	<b>K/502/7809</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.130S Remove specified risk material in meat processing National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who remove specified risk material from carcasses, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, removing specified risk material from meat carcasses. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to remove specified risk material (SRM)
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 check the availability of carcasses, and the working and cleanliness of facilities, tools and equipment 1.3 check that carcasses meet food business operator's (FBO) specifications 1.4 place the carcass in the most effective position for removal of SRM 1.5 follow FBO procedures to deal with preparation problems 1.6 check the availability of storage for processed carcasses.

<b>Learning outcome</b>
The learner will: 2 Remove specified risk material (SRM)
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to remove SRM 2.2 maintain the pace of removal of SRM according to processing needs 2.3 store SRM for staining and disposal 2.4 clean and maintain tools and equipment to meet food safety requirements 2.5 follow FBO procedures to deal with processing problems 2.6 check that the processed carcasses conform to FBO specifications 2.7 make the processed carcasses available for the next processing stage.

## Unit 046

## Understand how to remove specified risk material in meat processing

<b>UAN:</b>	<b>J/502/7817</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.131K Understand how to remove specified risk material in meat processing National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to remove specified risk material, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when removing specified risk material in meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for removal of specified risk material (SRM)
<b>Assessment criteria</b>
The learner can: 1.1 outline the principles involved and the purpose of removing SRM from carcasses to be used for food 1.2 state which species are legally required to have SRM removed 1.3 describe how to access and the importance of the food business operator's (FBO) procedures for removal of SRM 1.4 outline why it is necessary to check the cleanliness of the work area 1.5 list the tools and equipment used for removal of SRM.

<b>Learning outcome</b>
The learner will: 2 Understand how to remove specified risk material (SRM)
<b>Assessment criteria</b>
The learner can: 2.1 describe the facilities needed to maintain SRM removal operations 2.2 outline the FBO procedures and legal requirements for removal of SRM 2.3 describe what material is classified as SRM 2.4 outline the process controls relating to SRM removal operations including storage, staining and disposal of waste 2.5 state the importance of carcase hygiene control during SRM removal operations.

## Unit 047

## Control automated meat/poultry processing operations

<b>UAN:</b>	<b>L/502/7818</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.132S Control automated meat or poultry processing operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control automated meat/poultry processing, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling automated meat/poultry processing operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to control an automated processing operation
<b>Assessment criteria</b>
The learner can: 1.1 follow regulatory and organisational requirements when preparing to control automated processing operations 1.2 select, wear and use personal protective equipment 1.3 check equipment is clean and in safe working order to operate in line with standard operating procedures 1.4 ensure the automated operation is set correctly to receive meat carcasses/preparations for processing according to standard operating procedures and specifications 1.5 check that carcasses are entering the operation at the specified speed to meet processing requirements.

<b>Learning outcome</b>
The learner will: 2 Control an automated processing operation
<b>Assessment criteria</b>
The learner can: 2.1 maintain pace of processing, addressing problems within the limits of own responsibility 2.2 inform relevant people if problems occur outside the limits of own responsibility 2.3 check meat carcasses/preparations are processed effectively according to standard operating procedures and specifications 2.4 ensure the output from the automated processing operation provides a continuous supply to storage or the next stage of the system 2.5 move meat carcasses/preparations within processing areas according to processing needs.

## Unit 048

## Understand how to control automated meat/poultry processing operations

<b>UAN:</b>	<b>R/502/7819</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.133K Understand how to control automated meat or poultry processing operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control automated meat/poultry operations, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling automated meat/poultry processing operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to control an automated processing operation
<b>Assessment criteria</b>
The learner can: 1.1 outline the regulatory requirements and food business operator's (FBO) procedures for preparing the operation 1.2 state the organisational requirements for preparing the operation 1.3 state the personal protective equipment required 1.4 describe the health and safety and food safety standards to be followed before and during the operation.

<b>Learning outcome</b>
The learner will: 2 Understand how to control an automated processing operation
<b>Assessment criteria</b>
The learner can: 2.1 outline how to access and interpret FBO procedures and specifications 2.2 outline why it is important to follow FBO procedures and specifications 2.3 outline the key features of an automated meat/ poultry processing system and the signs of ineffective processing 2.4 describe the advantages and disadvantages of an automated meat and poultry system compared to manual processing 2.5 describe why it is important to maximise yield and minimise waste during processing operations 2.6 outline why it is important to address operating problems within the limits of own responsibility 2.7 outline how to communicate and report problems to the relevant people.

## Unit 049

## Carry out manual evisceration of poultry carcasses

<b>UAN:</b>	<b>D/502/7810</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.134S Eviscerate meat or poultry by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out manual evisceration of carcasses, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out manual evisceration of poultry carcasses. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to eviscerate poultry manually
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 assemble tools and equipment needed for evisceration 1.3 check that safe and hygienic facilities are available for eviscerated organs 1.4 check that the system for delivering carcasses for evisceration is working 1.5 follow food business operator's (FBO) procedures to deal with any preparation problems 1.6 place carcasses in the most effective position for evisceration.

<b>Learning outcome</b>
The learner will: 2 Carry out the manual evisceration of poultry
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to open the carcass for evisceration 2.2 identify the internal organs to remove from the carcass 2.3 identify and sever the membrane and attachments that secure internal organs 2.4 drop the internal organs and separate them from the carcass 2.5 trim the internal organs to the standards required for inspection 2.6 follow FBO procedures to maintain the food safety standards of the meat and equipment.

## Unit 050

## Understand how to carry out manual evisceration of carcasses for Kosher meat

<b>UAN:</b>	<b>K/502/7812</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.135K Understand how to eviscerate animals or birds for Kosher meat and poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out manual evisceration of carcasses for Kosher meat and poultry in an abattoir.</p> <p>The unit is designed for use primarily by abattoir staff and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners on or off-the-job, in the workplace context, when understanding how to carry out manual evisceration of carcasses for Kosher meat.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand the process of eviscerating carcasses
<b>Assessment criteria</b>
The learner can: 1.1 outline the process of eviscerating carcasses 1.2 describe the principles of bleeding according to Rabbinical directives 1.3 outline the internal organs of animals and the examination process 1.4 state the problems that can result from ineffective evisceration 1.5 describe the differences in the treatment of edible and inedible offal.

<b>Learning outcome</b>
The learner will: 2 Understand eviscerating procedures, controls and Kashrut
<b>Assessment criteria</b>
The learner can: 2.1 outline the food business operator's (FBO's) procedures for opening carcasses in accordance with Rabbinical directives 2.2 describe the tools and equipment used for evisceration 2.3 outline the FBO procedures for maintaining the hygiene of tools and equipment 2.4 describe the inspection procedures and standards for offal 2.5 State the legal requirements for the evisceration process 2.6 outline how the rules of Kashrut determine what should be removed in accordance with Halacha. 2.7 describe the workplace controls and control points for evisceration.

## Unit 051

## Understand how to carry out manual evisceration of poultry carcasses

<b>UAN:</b>	<b>M/502/7813</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.136K Understand how to eviscerate meat or poultry by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out manual evisceration of carcasses, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out the manual evisceration of poultry carcasses. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to eviscerate poultry manually
<b>Assessment criteria</b>
The learner can: 1.1 state the purpose of evisceration 1.2 describe the evisceration process 1.3 state the internal organs of poultry which are eviscerated 1.4 outline the problems that can result from ineffective evisceration 1.5 describe differences in treatment of edible offal and inedible offal.

<b>Learning outcome</b>
The learner will: 2 Understand how to eviscerate poultry manually
<b>Assessment criteria</b>
The learner can: 2.1 state food business operator's (FBO) procedures for opening carcasses 2.2 state the tools and equipment used for evisceration 2.3 state FBO procedures for maintaining the hygiene of evisceration tools and equipment 2.4 outline the inspection procedures and standards for offal 2.5 describe the legal requirements for evisceration procedures 2.6 describe process controls and control points involved in evisceration.

## Unit 052

## Carry out manual evisceration of red meat carcasses

<b>UAN:</b>	<b>H/502/7811</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.134S Eviscerate meat or poultry by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out manual evisceration of carcasses, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out manual evisceration of red meat carcasses. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to eviscerate red meat carcasses manually
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 assemble tools and equipment needed for evisceration 1.3 check that safe and hygienic facilities are available for eviscerated organs 1.4 check that the system for delivering carcasses for evisceration is working 1.5 follow food business operator's (FBO) procedures to deal with any preparation problems 1.6 place carcasses in the most effective position for evisceration.

<b>Learning outcome</b>
The learner will: 2 Carry out the manual evisceration of red meat carcasses
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to open the carcass for evisceration 2.2 identify the internal organs to remove from the carcass 2.3 identify and sever the membrane and attachments that secure internal organs 2.4 drop the internal organs and separate them from the carcass 2.5 trim the internal organs to the standards required for inspection 2.6 follow FBO procedures to maintain the food safety standards of the meat and equipment.

## Unit 053

## Understand how to carry out manual evisceration of red meat carcasses

<b>UAN:</b>	<b>T/502/7814</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.136K Understand how to eviscerate meat or poultry by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out manual evisceration of carcasses, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out the manual evisceration of red meat carcasses. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to eviscerate red meat carcasses manually
<b>Assessment criteria</b>
The learner can: 1.1 state the purpose of evisceration 1.2 describe the evisceration process 1.3 state the internal organs of red meat species which are eviscerated 1.4 outline the problems that can result from ineffective evisceration 1.5 describe differences in treatment of edible offal and inedible offal.

<b>Learning outcome</b>
The learner will: 2 Understand how to eviscerate red meat carcasses manually
<b>Assessment criteria</b>
The learner can: 2.1 state food business operator's (FBO) procedures for opening carcasses 2.2 state the tools and equipment used for evisceration 2.3 state FBO procedures for maintaining the hygiene of evisceration tools and equipment 2.4 outline the inspection procedures and standards for offal 2.5 describe the legal requirements for evisceration procedures 2.6 describe process controls and control points involved in evisceration.

## Unit 054

## Operate a carcase electrical stimulation system

<b>UAN:</b>	<b>A/502/7815</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the MP.137S Control a carcase electrical stimulation system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a carcase electrical stimulation system in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a carcase electrical stimulation system. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Prepare to operate a carcase electrical stimulation system
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 check that the equipment is available and working safely 1.3 check there is a supply of carcases which meets the food business operator's (FBO) specification 1.4 follow the FBO procedures to deal with any preparation problems.

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a carcase electrical stimulation system
<b>Assessment criteria</b>
The learner can: 2.1 operate the system in accordance with the FBO procedures 2.2 monitor the speed and quality of processing to ensure processing targets are met 2.3 monitor the flow of processed carcases out of stimulation to prevent delays in processing 2.4 follow FBO procedures to deal with processing problems.

## Unit 055

## Understand how to operate a carcass electrical stimulation system

<b>UAN:</b>	<b>F/502/7816</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.138K Understand how to control a carcass electrical stimulation system National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to operate a carcass electrical stimulation system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a carcass electrical stimulation system. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to operate an carcase electrical stimulation system
<b>Assessment criteria</b>
The learner can: 1.1 state the purpose of the carcase electrical stimulation system 1.2 describe how to access and the importance of the food business operator's (FBO) procedures for the system 1.3 outline the main component parts of carcase electrical stimulation equipment 1.4 state the advantages of using a carcase electrical stimulation system.

<b>Learning outcome</b>
The learner will: 2 Know how to operate and monitor a carcase electrical stimulation system
<b>Assessment criteria</b>
The learner can: 2.1 describe how the feed into and from the system is monitored and the importance of this 2.2 state the FBO procedures for operating the system including: a. start-up b. setting and adjustment c. shut down 2.3 describe what might happen if the system fails 2.4 outline the procedures to follow in the event of failure 2.5 describe the process controls within the system.

## Unit 056

## Sort waste by-products and edible co-products in meat processing

<b>UAN:</b>	<b>M/502/7830</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.139S Sort meat or poultry offal and processing by-products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who sort waste by-products and edible co-products, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, sorting waste by-products and edible co-products in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Receive by-products and co-products
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment required for working with products 1.2 check availability and cleanliness of tools, equipment and work area 1.3 access the food business operator's (FBO) procedures and specifications for receiving products 1.4 check that there is a clear flow from the point of by-product or co-product removal to the sorting work area.

<b>Learning outcome</b>
The learner will: 2 Sort by-products and co-products
<b>Assessment criteria</b>
The learner can: 2.1 check that the received products conform to FBO specification 2.2 inform relevant people if products do not conform to specification 2.3 sort and separate products to FBO quality and yield specification according to: a. uses b. destination c. further processing d. method of disposal 2.4 store products in the correct containers or place after sorting 2.5 complete reporting and documentary requirements for the movement of products 2.6 follow FBO procedures to deal with any problems during sorting.

## Unit 057

## Understand how to sort poultry waste by-products and edible co-products

<b>UAN:</b>	<b>T/502/7831</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.140K Understand how to sort meat or poultry offal and processing by-products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to sort waste by-products and edible co-products, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sorting waste by-products and edible co-products in poultry processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to receive poultry by-products and co-products
<b>Assessment criteria</b>
The learner can: 1.1 describe how to access and the importance of the poultry food business operator's (FBO) procedures for receiving products 1.2 describe the waste by-products removed from poultry carcasses 1.3 describe the co-products (edible offal) removed from poultry carcasses 1.4 outline why poultry by-products are sorted into category 1, 2 or 3 1.5 state why it is important to inform relevant people if incoming product does not conform to FBO specifications.

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

## Unit 058

## Understand how to sort red meat waste by-products and edible co-products

<b>UAN:</b>	<b>F/502/7833</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.140K Understand how to sort meat or poultry offal and processing by-products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to sort waste by-products and edible co-products, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sorting waste by-products and edible co-products in red meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to receive red meat by-products and co-products
<b>Assessment criteria</b>
The learner can: 1.1 describe how to access and the importance of the food business operator's (FBO) procedures for receiving products 1.2 describe the waste by-products removed from red meat carcasses 1.3 describe the co-products (edible offal) removed from red meat carcasses 1.4 outline why red meat by-products are sorted into category 1, 2 or 3 1.5 state why it is important to inform relevant people if incoming product does not conform to FBO specifications.

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

## Unit 059

## Process waste by-products and edible co-products in meat processing

<b>UAN:</b>	<b>R/502/7836</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.141S Process offal and meat processing by-products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who process waste by-products and edible co-products, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, processing waste by-products and edible co-products in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to process by-products and co-products
<b>Assessment criteria</b>
The learner can: 1.1 select, wear and use personal protective equipment required for working with products 1.2 check availability and cleanliness of tools, equipment and work area 1.3 access the food business operator's (FBO) procedures and specifications for preparing to process products 1.4 check that there is a clear flow from the point of by-product or co-product sorting to the processing work area.

<b>Learning outcome</b>
The learner will: 2 Process by-products and co-products
<b>Assessment criteria</b>
The learner can: 2.1 check that the sorted products conform to FBO specification 2.2 inform relevant people if products do not conform to specification 2.3 trim, stain and label product to FBO quality and yield specification 2.4 store products in the correct containers or place after processing 2.5 complete reporting and documentary requirements for the movement of products 2.6 follow FBO procedures to deal with any problems during processing.

## Unit 060

## Understand how to process poultry waste by-products and edible co-products

<b>UAN:</b>	<b>Y/502/7885</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.142K Understand how to process meat or poultry offal and processing by-products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to process waste by-products and edible co-products, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing waste by-products and edible co-products in poultry processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to process poultry by-products and co-products
<b>Assessment criteria</b>
The learner can: 1.1 describe how to access and the importance of the poultry food business operator's (FBO) procedures for preparing to process products 1.2 describe the waste by-products removed from poultry carcasses 1.3 describe the co-products (edible offal) removed from poultry carcasses 1.4 state why it is important to inform relevant people if incoming product does not conform to FBO specifications.

<b>Learning outcome</b>
The learner will: 2 Understand how to process poultry by-products and co-products
<b>Assessment criteria</b>
The learner can: 2.1 describe how to access and the importance of the poultry food business operator's (FBO) procedures for processing products 2.2 describe the regulatory and organisational requirements for processing products 2.3 outline the tools, equipment, facilities, storage equipment needed to process products 2.4 state how poultry products can be processed 2.5 describe the importance of maximising yield to the economic value of a carcass, when processing poultry products.

## Unit 061

## Understand how to process red meat waste by-products and edible co-products

<b>UAN:</b>	<b>D/502/7838</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.142K Understand how to process meat or poultry offal and processing by-products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to process waste by-products and edible co-products, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing waste by-products and edible co-products in red meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to process red meat by-products and co-products
<b>Assessment criteria</b>
The learner can: 1.1 describe how to access and the importance of the food business operator's (FBO) procedures for preparing to process products 1.2 describe the waste by-products removed from red meat carcasses 1.3 describe the co-products (edible offal) removed from red meat carcasses 1.4 state why it is important to inform relevant people if incoming product does not conform to FBO specifications.

<b>Learning outcome</b>
The learner will: 2 Understand how to process red meat by-products and co-products
<b>Assessment criteria</b>
The learner can: 2.1 describe how to access and the importance of the food business operator's (FBO) procedures for processing products 2.2 describe the regulatory and organisational requirements for processing products 2.3 outline the tools, equipment, facilities, storage equipment needed to process products 2.4 state how red meat products can be processed 2.5 describe the importance of maximising yield to the economic value of a carcass, when processing red meat products.

## Unit 062

## Carry out primal cutting in meat processing

<b>UAN:</b>	<b>Y/502/7840</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.143S Carry out primal cutting of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out primal cutting in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out primal cutting in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Prepare to carry out primal cutting of carcasses or sides
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing equipment for primal cutting 1.2 assemble the tools and equipment required to ensure that primal cutting can be completed 1.3 check that the work area is clean and ready for primal cutting 1.4 check that sufficient carcasses or sides are available which conform to the required specification for primal cutting 1.5 follow company procedures to deal with any shortage of carcasses for primal cutting 1.6 check that facilities are available to receive processed carcasses and for dealing with waste from the primal cutting work area.

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

## Unit 063

## Understand how to carry out primal cutting in poultry processing

<b>UAN:</b>	<b>K/502/7843</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.144K Understand how to carry out primal cutting of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out primal cutting, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out primal cutting in poultry processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out primal cutting of poultry carcasses
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of maintaining the flow of primal cutting to meet processing requirements 2.2 describe why it is important to follow food business operator's (FBO) procedures and specifications for primal cutting 2.3 describe how to handle the poultry carcass to maintain its quality, avoid contamination and maintain food safety standards 2.4 outline the importance of keeping waste to a minimum and disposing of waste correctly 2.5 describe the process controls in primal cutting operations.

## Unit 064

## Understand how to carry out primal cutting in red meat processing

<b>UAN:</b>	<b>T/502/7845</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.144K Understand how to carry out primal cutting of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out primal cutting, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out primal cutting in red meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to carry out primal cutting of red meat carcasses
<b>Assessment criteria</b>
The learner can: 1.1 Describe how to access and interpret food business operator's (FBO) procedures and yield specifications for primal cutting 1.2 Outline the primal cuts from red meat species and the importance of precision during primal cutting 1.3 State why it is important to check the cleanliness of work area, tools and equipment 1.4 Describe primal cutting lines and guides 1.5 State the personal protective equipment used for primal cutting 1.6 State the specific knives, tools and equipment used in red meat primal cutting.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out primal cutting of red meat carcasses
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of maintaining the flow of primal cutting to meet processing requirements 2.2 describe why it is important to follow food business operator's (FBO) procedures and specifications for primal cutting 2.3 describe how to handle the red meat carcass to maintain its quality, avoid contamination and maintain food safety standards 2.4 outline the importance of keeping waste to a minimum and disposing of waste correctly 2.5 describe the process controls in primal cutting operations.

## Unit 065

## Carry out boning in meat processing

<b>UAN:</b>	<b>F/502/7847</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the MP.145S Carry out boning of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out boning, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out boning in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out boning
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 Access and interpret food business operator's (FBO) procedures for boning</li> <li>1.2 Select, wear and use personal protective equipment for boning operations</li> <li>1.3 Assemble the knives, tools and equipment to carry out boning</li> <li>1.4 Check that the work area is clear and ready to carry out boning</li> <li>1.5 Source and check that the meat to be boned conforms to required specification and is readily available</li> <li>1.6 Follow FBO procedures to deal with any preparation problems.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Carry out boning
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 follow FBO procedures to deal with meat presented for boning that does not meet required specifications</li> <li>2.2 follow FBO procedures and use appropriate tools and equipment to bone out meat to the required specification</li> <li>2.3 adhere to yield and quality requirements and maintain the pace of boning to meet processing needs</li> <li>2.4 keep waste from boning to a minimum and store correctly for disposal</li> <li>2.5 check that facilities are available for handling boned product and waste from boning</li> <li>2.6 follow FBO procedures to deal with any problems when boning out meat.</li> </ul>

## Unit 066

## Understand how to carry out boning in poultry processing

<b>UAN:</b>	<b>J/502/7848</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.146K Understand how to carry out boning of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out boning, in a poultry processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out boning in poultry processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to carry out poultry boning
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access and the importance of the food business operator's (FBO) procedures for boning 1.2 state which bones of the bird skeleton which are important in poultry boning operations 1.3 outline the importance of precision in the boning operation 1.4 describe how to maintain the sharpness and condition of boning knives and tools 1.5 state the personal protective equipment needed for boning 1.6 outline why it is important to check the cleanliness of the boning facility, tools and equipment.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out poultry boning
<b>Assessment criteria</b>
The learner can: 2.1 describe the techniques and critical controls of boning out poultry meat 2.2 describe the importance of minimising waste and meeting yield and quality standards in boning operations 2.3 outline the tools and equipment used in boning operations 2.4 state the importance of maintaining the flow of boning operations to meet processing requirements 2.5 outline how to avoid product contamination and maintain food safety standards during boning operations 2.6 describe the importance of effective disposal of waste and control of the output of boneless meat for further processing or storage 2.7 state FBO procedures for dealing with problems when boning out meat.

## Unit 067

## Understand how to carry out boning in red meat processing

<b>UAN:</b>	<b>L/502/7849</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.146K Understand how to carry out boning of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out boning, in a red meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out boning in red meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to carry out red meat boning
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access and the importance of the food business operator's (FBO) procedures for boning 1.2 state which bones of the mammalian skeleton are important in red meat boning operations 1.3 outline the importance of precision in the boning operation 1.4 describe how to maintain the sharpness and condition of boning knives and tools 1.5 state the personal protective equipment needed for boning 1.6 outline why it is important to check the cleanliness of the boning facility, tools and equipment.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out red meat boning
<b>Assessment criteria</b>
The learner can: 2.1 describe the techniques and critical controls of boning out red meat 2.2 describe the importance of minimising waste and meeting yield and quality standards in boning operations 2.3 outline the tools and equipment used in boning operations 2.4 state the importance of maintaining the flow of boning operations to meet processing requirements 2.5 outline how to avoid product contamination and maintain food safety standards during boning operations 2.6 describe the importance of effective disposal of waste and control of the output of boneless meat for further processing or storage 2.7 state FBO procedures for dealing with problems when boning out meat.

## Unit 068

## Carry out seaming or filleting in meat processing

<b>UAN:</b>	<b>L/502/7852</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.147S Carry out seaming or filleting of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out seaming or filleting, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out seaming or filleting in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for seaming or filleting
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 access and interpret the food business operator's (FBO) procedures for seaming or filleting</li> <li>1.2 select, wear and use personal protective equipment</li> <li>1.3 assemble knives, tools and equipment that are fit for use</li> <li>1.4 check the work area is available, safe and ready to carry out seaming or filleting</li> <li>1.5 source and check that the meat to be processed is readily available and conforms to the required specification</li> <li>1.6 check that there are facilities available to receive the fillets and surplus meat</li> <li>1.7 follow FBO procedures to deal with any problems.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Carry out seaming and filleting
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 check that meat for seaming or filleting meets the required specifications and follow FBO procedures if it does not</li> <li>2.2 follow FBO procedures and use appropriate tools and equipment to seam and fillet in quantities that meet processing requirements</li> <li>2.3 produce fillets to quantities that meet FBO yield and quality specifications</li> <li>2.4 minimise waste and store waste correctly for disposal or re-cycling</li> <li>2.5 make fillets available to the next stage in processing or storage</li> <li>2.6 follow FBO procedures to deal with any problems.</li> </ul>

## Unit 069

## Understand how to carry out seaming or filleting in meat processing

<b>UAN:</b>	<b>F/502/7850</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.148K Understand how to carry out seaming or filleting of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out seaming or filleting, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out seaming or filleting in meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out seaming or filleting
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe the techniques and critical controls for seaming or filleting meat</li> <li>2.2 outline the importance of maintaining the flow of seaming or filleting operations to meet FBO processing requirements</li> <li>2.3 state the importance of meeting FBO yield and quality requirements</li> <li>2.4 describe how to avoid contamination and maintain food safety standards during seaming or filleting operations</li> <li>2.5 outline the importance of minimising waste and correctly disposing or re-cycling of waste</li> <li>2.6 state the importance of ensuring that correctly seamed or filleted meat is passed to the next stage of processing or storage.</li> </ul>

## Unit 070

## Carry out trimming in meat processing

<b>UAN:</b>	<b>R/502/7853</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the MP.149S Carry out trimming of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out trimming, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out trimming in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Prepare to carry out trimming
<b>Assessment criteria</b>
The learner can: 1.1 access and interpret the food business operator's (FBO) procedures for trimming 1.2 select, wear and use personal protective equipment for trimming 1.3 assemble the tools and equipment required to carry out trimming 1.4 check the work area and facilities are safe and ready for trimming 1.5 check that the meat to be trimmed is available and conforms to specification 1.6 follow FBO procedures to replenish supply and deal with any problems in preparation for trimming.

<b>Learning outcome</b>
The learner will: 2 Carry out trimming of meat cuts
<b>Assessment criteria</b>
The learner can: 2.1 use appropriate tools and equipment to trim meat at the pace required to meet processing requirements 2.2 trim meat according to FBO procedures and specifications for yield and quality 2.3 minimise waste, and correctly store waste for disposal or re-cycling 2.4 pass trimmed and finished meat on to the next stage of processing or storage 2.5 follow FBO procedures to deal with any trimming problems.

## Unit 071

## Understand how to carry out trimming in meat processing

<b>UAN:</b>	<b>Y/502/7854</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.150K Understand how to carry out trimming of meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out trimming, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out trimming in meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out meat trimming
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 state the importance of following FBO trimming procedures and maintaining a flow of processing to meet operational requirements</li> <li>2.2 describe the techniques for trimming meat and steps for identifying tissue that needs to be removed</li> <li>2.3 outline how to handle meat to maintain its quality, to avoid contamination and maintain food safety standards during trimming operations</li> <li>2.4 state the importance of minimising waste during trimming and how this affects processing yields</li> <li>2.5 describe how to store waste products from trimming for disposal or re-cycling</li> <li>2.6 outline the importance of trimming to the presentation of meat for sale</li> <li>2.7 outline the FBO procedures for dealing with problems when trimming.</li> </ul>

## Unit 072

## Carry out primal butchery of red meat in sales operations

<b>UAN:</b>	<b>D/502/7855</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.151S Carry out butchery of red meat primal joints National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out primal butchery of red meat, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out primal butchery of red meat in sales operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out primal butchery of red meat
<b>Assessment criteria</b>
The learner can: 1.1 access and use the food business operator's (FBO) requirements and specifications for primal butchery 1.2 select, wear and use personal protective equipment 1.3 check the availability, cleanliness and safety of the work area, tools and equipment 1.4 source and check the correct quantities and condition of red meat carcasses, sides or quarters for butchery including: a. beef b. lamb c. pork 1.5 assemble the tools and equipment for primal butchery 1.6 follow FBO procedures to replenish supply and deal with any problems in preparation for primal butchery.

<b>Learning outcome</b>
The learner will: 2 Carry out primal butchery to produce primal cuts
<b>Assessment criteria</b>
The learner can: 2.1 use appropriate tools and equipment to butcher meat at the pace required to meet processing or sales requirements 2.2 butcher and trim meat according to FBO quality requirements and yield specifications in preparation for secondary butchery or sales 2.3 minimise waste during butchery operations 2.4 follow FBO procedures to deal with any butchering problems.

<b>Learning outcome</b>
The learner will: 3 Complete primal red meat butchery operations
<b>Assessment criteria</b>
The learner can: 3.1 pass butchered meat on for secondary processing, storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to FBO requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to FBO requirements.

## Unit 073

## Understand how to carry out primal butchery of red meat in sales operations

<b>UAN:</b>	<b>H/502/7856</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the MP.152K Understand how to carry out butchery of red meat primal joints National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out primal butchery of red meat primal joints, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out primal butchery of red meat primal joints in sales operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for primal butchery of red meat
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of food business operator's (FBO) procedures for primal butchery 1.2 describe the personal protective equipment required 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for primal butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out primal butchery of red meat
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of following FBO butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to maintain its quality, avoid contamination and maintain food safety standards. 2.3 state the primal cuts possible from carcasses including: a. beef/veal b. lamb c. pork d. rabbit/hare 2.4 describe the purpose of specific knives and chopping tools used in primal butchery of red meat and why it is important to maintain their sharpness and condition 2.5 outline the importance of primal butchery to secondary processing or sale 2.6 outline the FBO procedures for dealing with primal butchery problems.

<b>Learning outcome</b>
The learner will: 3 Understand primal butchery techniques
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 describe the importance of using the correct type of cutting tool and precision cutting in butchery</p> <p>3.2 state how to make selections for primal cuts from:</p> <ul style="list-style-type: none"> <li>a. carcasses</li> <li>b. sides</li> <li>c. quarters</li> </ul> <p>3.3 describe the cutting lines and anatomical markers involved in primal butchery operations</p> <p>3.4 outline the quality factors involved in primal butchery operations.</p>

<b>Learning outcome</b>
The learner will: 4 Know and understand how to provide leadership
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 the different types of waste occurring as a result of primal butchery and how they should be disposed of or recycled</p> <p>4.2 state the importance of minimising waste during butchery and how this affects yield</p> <p>4.3 describe the storage requirements for:</p> <ul style="list-style-type: none"> <li>a. carcasses</li> <li>b. sides</li> <li>c. quarters</li> <li>d. primal cuts.</li> </ul>



## Unit 074

## Carry out secondary butchery of red meat in sales operations

<b>UAN:</b>	<b>M/502/7858</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.151S Carry out butchery of red meat primal joints National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out secondary butchery of red meat primal joints, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out secondary butchery of red meat primal joints in sales operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out secondary butchery of red meat primal joints
<b>Assessment criteria</b>
The learner can: 1.1 access and interpret the food business operator's (FBO) requirements and specifications for secondary butchery 1.2 select, wear and use personal protective equipment 1.3 check the availability, cleanliness and safety of the work area, tools and equipment 1.4 source and check the correct quantities and condition of red meat primal joints for butchery including: a. beef b. lamb c. pork 1.5 assemble the tools and equipment required for butchery 1.6 follow FBO procedures to replenish supply and deal with any problems in preparation for butchery.

<b>Learning outcome</b>
The learner will: 2 Carry out secondary butchery of red meat primal joints
<b>Assessment criteria</b>
The learner can: 2.1 use appropriate tools and equipment to butcher meat at the pace required to meet sales requirements 2.2 butcher meat according to FBO requirements and specifications for yield and quality including: a. boning b. seaming/filleting c. trimming d. slicing/dicing e. jointing/stringing 2.3 minimise waste during butchery operations 2.4 follow FBO procedures to deal with any butchering problems.

<b>Learning outcome</b>
The learner will: 3 Complete secondary red meat butchery operations
<b>Assessment criteria</b>
The learner can: 3.1 pass butchered meat on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to FBO requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to FBO requirements.

## Unit 075

## Understand how to carry out secondary butchery of red meat in sales operations

<b>UAN:</b>	<b>T/502/7859</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.152K Understand how to carry out butchery of red meat primal joints National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out secondary butchery of red meat primal joints, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out secondary butchery of red meat primal joints in sales operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for secondary butchery of red meat
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of food business operator's (FBO) procedures for secondary butchery 1.2 describe the personal protective equipment required 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for secondary butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out secondary butchery of red meat
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of following FBO butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to maintain its quality, avoid contamination and maintain food safety standards. 2.3 state the red meat cuts possible from primal joints including: a. beef b. lamb c. pork d. rabbit/hare 2.4 describe the purpose of specific knives used in secondary butchery of red meat and why it is important to maintain their sharpness and condition 2.5 outline the importance of secondary butchery to the presentation of meat for sale 2.6 outline the FBO procedures for dealing with butchery problems.

<b>Learning outcome</b>
The learner will: 3 Understand secondary butchery techniques
<b>Assessment criteria</b>
The learner can: 3.1 describe the importance of using the correct type of knife and precision cutting in secondary butchery 3.2 state the names and positions of bones for butchery in: a. beef b. lamb c. pork d. rabbit/hare

3.3	describe the techniques for butchering red meat including:
a.	boning
b.	seaming/filleting
c.	trimming
d.	slicing/dicing
e.	rolling/shaping
f.	tying/netting
g.	scoring
3.4	outline how continental butchery methods can be used to produce cuts of red meat
3.5	outline the quality factors involved in boning and trimming butchery
3.6	outline the edible offal cuts in red meat butchery and how they are butchered for sale.

<b>Learning outcome</b>	
The learner will:	
4	Understand how to control storage and waste in secondary red meat butchery
<b>Assessment criteria</b>	
The learner can:	
4.1	the different types of waste occurring as a result of secondary red meat butchery and how they should be disposed of or recycled
4.2	state the inedible by-products from red meat butchery
4.3	state the importance of minimising waste during butchery and how this affects yield
4.4	describe the requirements of storage for:
a.	meat
b.	meat preparations
c.	meat products.

## Unit 076

## Carry out poultry butchery in sales operations

<b>UAN:</b>	<b>K/502/7860</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.154S Carry out poultry butchery National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out poultry butchery, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out poultry butchery in sales operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to carry out butchery of poultry
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 access and interpret the food business operator's (FBO) requirements and specifications for butchery</li> <li>1.2 select, wear and use personal protective equipment</li> <li>1.3 check the availability, cleanliness and safety of the work area, tools and equipment</li> <li>1.4 source and check the correct quantities and condition of poultry for butchery including: <ul style="list-style-type: none"> <li>a. chicken</li> <li>b. turkey</li> <li>c. duck/goose</li> <li>d. non-hunted farmed game</li> </ul> </li> <li>1.5 assemble the tools and equipment required for butchery</li> <li>1.6 follow FBO procedures to replenish supply and deal with any problems in preparation for butchery.</li> </ul>
<b>Learning outcome</b>
The learner will: 2 Carry out butchery of poultry
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 use appropriate tools and equipment to butcher meat at the pace required to meet sales requirements</li> <li>2.2 butcher meat according to FBO requirements and specifications for yield and quality including: <ul style="list-style-type: none"> <li>a. boning</li> <li>b. seaming/filleting</li> <li>c. trimming</li> <li>d. slicing/dicing</li> <li>e. skinning</li> </ul> </li> <li>2.3 minimise waste during butchery operations</li> <li>2.4 follow FBO procedures to deal with any butchering problems.</li> </ul>
<b>Learning outcome</b>
The learner will: 3 Complete poultry butchery operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 pass butchered meat on for storage or sales</li> <li>3.2 clean personal protective equipment, work area, tools and equipment according to FBO requirements</li> <li>3.3 sharpen and maintain the condition of butchery tools and equipment</li> <li>3.4 store waste for disposal or re-cycling according to FBO requirements.</li> </ul>

## Unit 077

## Understand how to carry out poultry butchery in sales operations

<b>UAN:</b>	<b>M/502/7861</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.1555K Understand how to carry out poultry butchery National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out poultry butchery, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out poultry butchery in sales operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for poultry butchery
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of food business operator's (FBO) procedures for butchery 1.2 describe the personal protective equipment needed for butchery 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment for butchery.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out poultry butchery
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of the following FBO butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to: a. maintain its quality b. avoid contamination c. maintain food safety standards 2.3 state the poultry meat cuts in butchery including: a. chicken b. turkey c. duck/goose d. non-hunted game birds 2.4 outline the importance of butchery to the presentation of poultry for sale 2.5 outline the FBO procedures for dealing with butchery problems.

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

<b>Learning outcome</b>
The learner will: 4 Understand how to control waste in poultry butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe the different types of waste occurring as a result of poultry butchery and how they should be disposed of</p> <p>4.2 state the inedible by-products from poultry meat butchery</p> <p>4.3 describe the importance of minimising waste during butchery and how this affects yields</p> <p>4.4 describe how to store waste products from butchery for disposal or re-cycling.</p>

## Unit 078

## Carry out wild game butchery in sales operations

<b>UAN:</b>	<b>T/502/7862</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.156S Carry out wild game butchery National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out wild game butchery, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out wild game butchery in sales operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Carry out butchery of wild game
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 use appropriate tools and equipment to butcher meat at the pace required to meet sales requirements</li> <li>2.2 butcher meat according to FBO requirements and specifications for yield and quality including: <ul style="list-style-type: none"> <li>a. de-feathering</li> <li>b. boning</li> <li>c. seaming/filleting</li> <li>d. trimming</li> <li>e. skinning</li> <li>f. slicing/dicing</li> <li>g. jointing/stringing</li> </ul> </li> <li>2.3 string joints or cuts</li> <li>2.4 minimise waste during butchery operations</li> <li>2.5 follow FBO procedures to deal with any butchering problems.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Complete wild game butchery operations
<b>Assessment criteria</b>
The learner can: 3.1 pass butchered meat on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to FBO requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to FBO requirements.

## Unit 079

## Understand how to carry out wild game butchery in sales operations

<b>UAN:</b>	<b>A/502/7863</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.1555K Understand how to carry out wild game butchery National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out wild game butchery, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out wild game butchery in sales operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for wild game butchery
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of food business operator's (FBO) procedures for butchery 1.2 describe the personal protective equipment needed for butchery 1.3 describe how to maintain the effectiveness and condition of tools and equipment used for butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment for butchery.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out wild game butchery
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of following FBO butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important to butcher meat to: a. maintain its quality b. avoid contamination c. maintain food safety standards 2.3 state the wild game meat cuts in butchery including: a. game birds b. rabbits/hares c. venison 2.4 outline the importance of butchery to the presentation of wild game for sale 2.5 outline the FBO procedures for dealing with butchery problems.

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

<b>Learning outcome</b>
The learner will: 4 Understand how to control waste in wild game butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe the different types of waste occurring as a result of wild game butchery and how they should be disposed of</p> <p>4.2 state the inedible by-products from wild game meat butchery</p> <p>4.3 describe the importance of minimising waste during butchery and how this affects yields</p> <p>4.4 describe how to store waste products from butchery for disposal or re-cycling.</p>



## Unit 080

## Produce portion controlled raw meat products

<b>UAN:</b>	<b>L/502/7866</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.158S Produce portion controlled raw meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce portion controlled raw meat products in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing portion controlled raw meat products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to produce portion controlled raw meat products
<b>Assessment criteria</b>
The learner can: 1.1 access and use the food business operator's (FBO) procedures and specifications for producing portion controlled raw meat products 1.2 select, wear and use personal protective clothing and equipment 1.3 assemble the tools and equipment to produce portion controlled raw meat products 1.4 check the work area, tools and equipment are available, safe and ready for processing 1.5 source and check that meat is available in the quantities required and that it conforms to specification 1.6 follow FBO procedures to deal with any problems.

<b>Learning outcome</b>
The learner will: 2 Produce portion controlled raw meat products
<b>Assessment criteria</b>
The learner can: 2.1 follow FBO procedures to produce portions and deal with meat that does not meet specifications 2.2 use tools and equipment at the pace required to maintain specification for quality and yield 2.3 minimise waste and trim 2.4 place waste and trim in the specified places for storage, disposal or re-cycling 2.5 pass portion controlled raw meat products to the next processing stage or storage at the pace to meet processing requirements.

## Unit 081

## Understand how to produce portion controlled raw meat products

<b>UAN:</b>	<b>R/502/7867</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.159K Understand how to produce portion controlled raw meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to produce portion controlled raw meat products, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing portion controlled raw meat products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to produce portion controlled raw meat products
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of the food business operator's (FBO) procedures and specifications for portion controlled products 1.2 state the personal protective clothing and equipment required for processing 1.3 state the types of portion controlled raw meat products produced in meat processing 1.4 outline why it is important to check the cleanliness and safety of tools and equipment 1.5 outline why it is important to check the quantities, quality and availability of meat to be portioned.

<b>Learning outcome</b>
The learner will: 2 Understand how to produce portion controlled raw meat products
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of the FBO procedures and specifications to meet quality and yield requirements 2.2 state the importance of precision cutting in portioning operations 2.3 outline why it is important to work precisely and accurately to produce consistent portion controlled products 2.4 describe how to handle meat to: a. maintain its quality b. avoid contamination c. maintain food safety standards 2.5 outline why it is important to maintain the pace and flow of processing to meet FBO requirements 2.6 outline how to minimise and store waste products for disposal or re-cycling.

## Unit 082

## Carry out flavour enhancement in meat processing

<b>UAN:</b>	<b>Y/502/7868</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.160S Enhance flavour in meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out flavour enhancement operations, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out flavour enhancement operations in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Carry out meat flavour enhancement operations
<b>Assessment criteria</b>
The learner can: 2.1 use tools and equipment to maintain FBO quality and yield requirements 2.2 follow FBO procedures to maintain operational flow and meet processing requirements 2.3 apply flavouring and monitor its application according to product specification including: a. rubbing/seasoning b. marinating c. coating/glazing d. stuffing 2.4 follow FBO procedures to deal with any problems 2.5 minimise waste and store waste for disposal or re-cycling 2.6 transfer flavour enhanced meat to the specified area.

## Unit 083

## Understand how to carry out flavour enhancement in meat processing

<b>UAN:</b>	<b>D/502/7869</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.161K Understand how to enhance flavour in meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out flavour enhancement, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out flavour enhancement, in meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

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



## Unit 084

## Operate a meat injection system

<b>UAN:</b>	<b>R/502/7870</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.160S Enhance flavour in meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a meat injection system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a meat injection system, in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for meat injection
<b>Assessment criteria</b>
The learner can: 1.1 check the availability and sufficiency of meat and the solution to be injected 1.2 check that the meat and solution meet the food business operator's (FBO) specifications 1.3 check that the injection equipment is ready with the specified concentration of solution 1.4 check that there are facilities available to receive injected meat 1.5 follow FBO procedures to deal with any preparation problems.

<b>Learning outcome</b>
The learner will: 2 Operate and monitor a meat injection system
<b>Assessment criteria</b>
The learner can: 2.1 check and start up the injection equipment 2.2 ensure that meat is aligned in the correct position for injection 2.3 monitor the position of the meat presented to the injection needles 2.4 monitor the quality and concentration of the injection solution 2.5 follow FBO procedures to deal with any problems 2.6 ensure that injected meat is transferred to the next area for processing or storage.

## Unit 085

## Understand how to operate a meat injection system

<b>UAN:</b>	<b>Y/502/7871</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.161K Understand how to enhance flavour in meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to operate a meat injection system, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating a meat injection system. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for meat injection
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline how to access, and the importance of the food business operator's (fbo's) procedures and specifications for meat injection</li> <li>1.2 outline procedures involved in the setting up and starting up of injection equipment</li> <li>1.3 state the purpose of meat injection and the solutions that may be injected into meat</li> <li>1.4 describe the purpose of different ingredients in solutions injected into meat</li> <li>1.5 state the composition of brines that may be injected into meat</li> <li>1.6 outline why it is important to check the condition and operation of injection equipment.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to inject meat
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe the controls on quality and the concentration of an injection solution</li> <li>2.2 outline the problems that may occur from over dispensation or under dispensation of solution</li> <li>2.3 state the importance of monitoring the presentation of meat to the injection equipment</li> <li>2.4 state the importance of monitoring the quantity and concentration of solution injected</li> <li>2.5 describe the process controls that form part of the meat injection process.</li> </ul>

<b>UAN:</b>	<b>D/502/7872</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.160S Enhance flavour in meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out curing, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out curing in meat processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Carry out curing
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 use tools and equipment to maintain FBO quality and yield requirements</li> <li>2.2 follow FBO procedures to maintain operational flow and meet processing requirements</li> <li>2.3 carry out curing and monitor curing according to product specification including: <ol style="list-style-type: none"> <li>a. wet curing</li> <li>b. air/dry curing</li> </ol> </li> <li>2.4 follow FBO procedures to deal with any problems</li> <li>2.5 minimise waste and store waste for disposal or re-cycling</li> <li>2.6 transfer flavour cured meat to the specified area.</li> </ol>

## Unit 087

## Understand how to cure meat products

<b>UAN:</b>	<b>H/502/7873</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.162K Understand how to cure meat products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to cure meat products, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when curing of meat products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare for meat curing
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline how to access, and the importance of the food business operator's (FBO) procedures and specifications for meat curing</li> <li>1.2 state the personal protective clothing and equipment required for curing</li> <li>1.3 state the purpose of curing</li> <li>1.4 outline how to prepare dry and wet cures of different strengths and make suitable adjustments to achieve the required concentrations</li> <li>1.5 outline why it is important to check the cleanliness and safety of tools and equipment</li> <li>1.6 outline why it is important to check the quantities, quality and availability of meat and ingredients for curing.</li> </ul>

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



## Unit 088

## Carry out massaging in meat processing

<b>UAN:</b>	<b>K/502/7874</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the MP.164S Control massaging or tumbling of boneless meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out massaging, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out massaging of meat. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to massage meat
<b>Assessment criteria</b>
The learner can: 1.1 access and use the food business operator's (FBO) procedures and specifications for massaging or tumbling 1.2 assemble meat and other ingredients in preparation for massaging 1.3 check that meat and other ingredients meet FBO specifications 1.4 check equipment is ready, free from contaminants and safe to use 1.5 check that facilities are available to accept product when discharged 1.6 follow FBO procedures to deal with any problems in preparing for massaging.

<b>Learning outcome</b>
The learner will: 2 Carry out massaging of meat
<b>Assessment criteria</b>
The learner can: 2.1 check and start up massaging equipment 2.2 load equipment with meat and other ingredients according to specifications 2.3 operate and monitor equipment to make sure the massage sequence meets FBO specifications and maintains yield requirements 2.4 check that the final product meets FBO specifications after massaging 2.5 follow FBO procedures to deal with any problems in massaging 2.6 transfer the final product to the next stage of processing or storage at the pace to meet processing requirements.

## Unit 089

## Understand how to carry out massaging in meat processing

<b>UAN:</b>	<b>M/502/7875</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.165K Understand how to control massaging of boneless meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to carry out massaging of meat, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out massaging of meat. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to massage meat
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of food business operator's (fbo's) procedures and specifications for massaging 1.2 state the types and purpose of materials/ ingredients involved in massaging boneless meat 1.3 describe how massaging encourages water and ingredient absorption 1.4 outline process controls involved in the meat massaging process.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out meat massaging
<b>Assessment criteria</b>
The learner can: 2.1 state the types of meat massaging processes 2.2 outline the equipment used for massaging meat 2.3 describe problems that may result from over and under massaging of meat 2.4 describe when and how to use the settings on massaging equipment including: a. speed b. time c. mode of operation 2.5 state the procedures for starting up and setting up massaging equipment 2.6 state the advantages to meat processing of massaging meat.

## Unit 090

## Produce sausages

<b>UAN:</b>	<b>T/502/7876</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.166S Produce sausages by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce sausages, in a meat processing or sales operations.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing sausages. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

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

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

<b>Learning outcome</b>
The learner will: 3 Store sausages and clean production area
<b>Assessment criteria</b>
The learner can: 3.1 store sausages according to FBO procedures including: a. standard sausages b. added value sausages 3.2 store waste for disposal or re-cycling according to FBO procedures 3.3 clean personal protective equipment, work area, tools and equipment according to FBO procedures.

## Unit 091

## Understand how to produce sausages

<b>UAN:</b>	<b>A/502/7877</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.167K Understand how to produce sausages by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to produce sausages, in meat processing or sales operations.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing sausages. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to produce sausages
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline how to access, and the importance of food business operator's (FBO) procedures and specifications for sausage making</li> <li>1.2 state the personal protective clothing and equipment required for sausage making</li> <li>1.3 describe why it is important to have hygienically clean personal protective equipment, work area, tools and equipment for sausage making:</li> <li>1.4 define the following terms: <ul style="list-style-type: none"> <li>a. sausage</li> <li>b. chipolata</li> <li>c. sausage meat</li> <li>d. link</li> </ul> </li> <li>1.5 outline the difference between a sausage and a chipolata</li> <li>1.6 state the types and purpose of ingredients involved in sausage making.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to produce and store sausages
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 state the tools and equipment needed to produce sausages</li> <li>2.2 outline why it is important to keep meat or poultry cold when making sausages</li> <li>2.3 describe why it is important to mix ingredients thoroughly</li> <li>2.4 describe how to estimate 'visual lean' and why it is important to sausage making</li> <li>2.5 outline the importance of keeping waste to a minimum, its impact on yield and control of processing costs</li> <li>2.6 outline why it is important to check yield and quality against specifications when producing sausages</li> <li>2.7 describe the different types of waste produced as a result of sausage making and how they should be disposed of or re-cycled.</li> </ul>

## Unit 092

## Fill or extrude meat and meat-based mixtures

<b>UAN:</b>	<b>R/601/4675</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.217S Fill or extrude meat and meat based mixtures National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who fill or extrude meat and meat-based mixtures in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, filling or extruding meat and meat based mixtures. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to fill or extrude
<b>Assessment criteria</b>
The learner can: 1.1 make sure product is available for filling or extrusion to meet customer specifications 1.2 check that products meet customer or company specifications 1.3 check the filling or extrusion equipment or machinery according to process requirements 1.4 make sure that equipment and machinery are clean and free from contaminants 1.5 check there are facilities available to receive filled or extruded products 1.6 follow company procedures to deal with any problems.

<b>Learning outcome</b>
The learner will: 2 Carry out filling or extrusion
<b>Assessment criteria</b>
The learner can: 2.1 load equipment or machinery with meat product to be filled or extruded so that pace of production is maintained 2.2 start up machinery or equipment to meet the production schedule 2.3 operate the machinery or equipment to meet the production schedule 2.4 operate the machine to fill or extrude product for an even flow of production a. at an appropriate pace b. at an appropriate pressure 2.5 operate the machine to fill or extrude product in a way that minimises waste 2.6 control the production of extruded product in order to meet customer or company specifications 2.7 check that the product meets customer or company specifications 2.8 follow company procedures to deal with any problems when product fails to meet customer or company specifications.

## Unit 093

## Understand how to fill or extrude meat and meat-based mixtures

<b>UAN:</b>	<b>D/601/4677</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the MP.218K Understand how to fill or extrude meat and meat-based mixtures National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to fill or extrude meat and meat-based mixtures, in a meat processing business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when filling or extruding meat and meat-based mixtures. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to fill or extrude meat
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 list types of filled or extruded products</li> <li>1.2 state the purpose of carrying out filling or extrusion</li> <li>1.3 list containers used in the filling or extrusion process</li> <li>1.4 describe methods of filling or extrusion of meat or meat-based materials</li> <li>1.5 describe equipment used in the filling or extrusion process</li> <li>1.6 state the regulations relevant to filled or extruded meat products</li> <li>1.7 describe the process controls involved in the filling or extrusion process.</li> </ul>

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

## Unit 094

## Produce batch meat preparations and products

<b>UAN:</b>	<b>F/502/7878</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the MP.168S Produce batch meat or poultry products by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce batch meat preparations and products in a meat processing or sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing batch meat preparations and products in a processing or sales environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to produce meat preparations and products
<b>Assessment criteria</b>
The learner can: 1.1 access and use the food business operator's (FBO) procedures and specifications for producing batch: a. meat preparations b. meat products 1.2 select, wear and use personal protective clothing and equipment 1.3 assemble and check the tools and equipment for processing 1.4 check the work area is available, safe and ready for processing 1.5 source and check that meat and ingredients are available in the quantities required and that they conform to specification 1.6 weigh or measure and prepare meat and ingredients for processing for: a. meat preparations b. meat products 1.7 follow FBO procedures to deal with any preparation problems.

<b>Learning outcome</b>
The learner will: 2 Produce meat preparations and products
<b>Assessment criteria</b>
The learner can: 2.1 mix ingredients for: a. meat preparations b. meat products 2.2 form and shape pastry and meat for: a. meat preparations b. meat products 2.3 produce and deposit meat filling 2.4 finish meat products according to specification with a. glaze or garnish b. decorative markings 2.5 check meat product yield and quality against specification 2.6 make completed preparation and product available for storage or cooking 2.7 follow FBO procedures to deal with any processing problems.

<b>Learning outcome</b>
The learner will: 3 Store preparations, products and waste and clean work area
<b>Assessment criteria</b>
The learner can: 3.1 store meat preparations and products according to FBO specification and requirements 3.2 store waste for disposal or re-cycling according to FBO procedures 3.3 clean personal protective equipment, work area, tools and equipment to FBO procedures.

## Unit 095

## Understand how to produce batch meat preparations and products

<b>UAN:</b>	<b>J/502/7879</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the MP.169K Understand how to produce batch meat or poultry products by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to produce batch meat preparations and products in a meat processing or sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing meat preparations and products in a processing or sales environment. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to produce meat preparations and products
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of the food business operator's (FBO) procedures and specifications for producing batch a. meat preparations b. meat products 1.2 state the personal protective clothing and equipment required for processing 1.3 state the types of meat preparations and meat products produced in meat processing/sales operations 1.4 state the purpose of ingredients in meat preparations and products 1.5 outline why it is important to check the cleanliness and safety of tools and equipment 1.6 outline why it is important to check the quantities, quality and availability of meat and ingredients.

<b>Learning outcome</b>
The learner will: 2 Understand how to produce meat preparations and products
<b>Assessment criteria</b>
The learner can: 2.1 describe the purpose and practices of the following operations a. size reduction b. mixing c. forming and shaping 2.2 list the key stages and methods of production for manufacturing meat preparations and products 2.3 outline the importance of keeping waste to a minimum and its affect on yield 2.4 describe how to check product quality and yield against FBO specification and why this is important 2.5 outline the different types of waste produced and how they are stored for disposal or re-cycling.

## Unit 096

## Oven cook batched meat and meat products

<b>UAN:</b>	<b>A/502/7880</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.170S Cook batched meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	This unit supports workforce development for those who oven cook batched meat and meat products in a meat processing or sales business. The unit is designed for use primarily by meat processing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, oven-cooking batched meat and meat products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for cooking meat and meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 access and use the food business operator's (FBO) procedures and specifications for cooking: <ul style="list-style-type: none"> <li>a. meat</li> <li>b. meat products</li> </ul> </li> <li>1.2 select and use personal protective clothing and equipment</li> <li>1.3 check the work area is safe and ready for cooking</li> <li>1.4 check and adjust oven settings to preheat ovens to the required temperature according to FBO cooking schedules and specifications</li> <li>1.5 source and check the quantity and quality of meat and meat products</li> <li>1.6 check the availability of storage areas for final product and waste materials</li> <li>1.7 follow FBO procedures to deal with any preparation problems.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Cook meat and meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 set and position meat and meat products into the oven</li> <li>2.2 monitor the cooking and adjust oven settings and timings to meet cooking needs</li> <li>2.3 operate steam-injectors and dampers as required</li> <li>2.4 re-position cooking products within the oven to meet cooking needs</li> <li>2.5 follow FBO procedures to deal with any cooking problems.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Remove cooked products for cooling and storage</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 prepare to receive cooked products according to FBO procedures and specifications</p> <p>3.2 ensure that meat and meat products have cooked according to the FBO specifications for:</p> <ul style="list-style-type: none"> <li>a. time</li> <li>b. temperature</li> <li>c. conditions</li> </ul> <p>3.3 draw meat products from the oven</p> <p>3.4 remove cooked products from cooking trays or containers</p> <p>3.5 position cooked products for cooling and storage</p> <p>3.6 store cooking trays/containers in the specified location as required</p> <p>3.7 follow FBO procedures to deal with any cooling or storage problems.</p>

## Unit 097

## Understand how to oven cook batched meat and meat products

<b>UAN:</b>	<b>F/502/7881</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.171K Understand how to cook batched meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to oven cook batched meat and meat products in a meat processing or sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when oven cooking batched meat and meat products in a meat processing or sales environment. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to cook meat and meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline how to access, and the importance of the food business operator's (FBO) procedures and specifications for cooking batched: <ul style="list-style-type: none"> <li>a. meat</li> <li>b. meat products</li> </ul> </li> <li>1.2 state the personal protective clothing and equipment required for cooking operations</li> <li>1.3 describe the pre-cook oven checks and the in-cooking adjustments of oven settings</li> <li>1.4 describe the importance of pre-cook procedures</li> <li>1.5 describe the importance of checking the quality and quantity of products available for cooking.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to oven cook meat and meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe the procedure for setting the oven</li> <li>2.2 outline how to avoid product and cross contamination during cooking operations</li> <li>2.3 state why it is important to adhere to cooking times, temperatures and conditions</li> <li>2.4 state why it is important to adhere to FBO yield and quality specifications</li> <li>2.5 outline how to determine if meat or a meat product is fully cooked</li> <li>2.6 describe how a damaged product can be removed and isolated for disposal.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Understand how to remove cooked products for cooling and storage
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 describe the post-cook procedures for cooling and storage</li> <li>3.2 outline the importance of effective cooling</li> <li>3.3 describe the end-of-cooling and isolation procedures.</li> </ul>

<b>UAN:</b>	<b>J/502/7882</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.170S Cook batched meat or poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	This unit supports workforce development for those who fry poultry products in a poultry processing or sales business. The unit is designed for use primarily by poultry processing or sales operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, frying poultry products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for frying poultry products
<b>Assessment criteria</b>
The learner can: 1.1 access and use the food business operator's (FBO) procedures and specifications for frying poultry products 1.2 select, wear and use personal protective clothing and equipment 1.3 check and adjust fryer settings and ventilation 1.4 check the work area is safe and ready for frying 1.5 check frying media levels and quality, and add frying media to the fryer as required 1.6 preheat fryers to the required temperature according to FBO cooking schedules and specifications 1.7 check the condition and quantity of poultry products available for frying 1.8 follow FBO procedures to deal with any preparation problems.

<b>Learning outcome</b>
The learner will: 2 Fry poultry products
<b>Assessment criteria</b>
The learner can: 2.1 load the fryer according to FBO procedures and schedules 2.2 monitor the frying and transfer of poultry products to meet specifications 2.3 minimise waste and deal with scrap material according to FBO procedures 2.4 follow FBO procedures to deal with any frying problems.

<b>Learning outcome</b>
The learner will: 3 Cool and position fried poultry products
<b>Assessment criteria</b>
The learner can: 3.1 position fried poultry products for cooling according to specifications 3.2 follow FBO procedures to deal with any cooling or storage problems.



## Unit 099

## Produce added value meat products in sales operations

<b>UAN:</b>	<b>L/502/7883</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.172S Produce added value meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce added value meat products, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing added value meat products in sales operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to produce added value meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 access and interpret the food business operator's (FBO) requirements and specifications for added value products</li> <li>1.2 select, wear and use personal protective clothing and equipment</li> <li>1.3 check the availability, cleanliness and safety of the work area, tools and equipment</li> <li>1.4 source and check the correct quantities and condition of meat and added value sundries including: <ul style="list-style-type: none"> <li>a. red meat</li> <li>b. poultry</li> <li>c. added value ingredients/foods</li> <li>d. added value decorative items</li> </ul> </li> <li>1.5 assemble the tools and equipment for added value operations</li> <li>1.6 follow FBO procedures to replenish supply and deal with any problems in preparation for added value operations.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Carry out added value butchery operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 select and use tools and equipment to produce added value products at the pace required to meet sales requirements</li> <li>2.2 carry out added value butchery according to FBO requirements and specifications for yield and quality including: <ul style="list-style-type: none"> <li>a. rolling</li> <li>b. forming</li> <li>c. stringing/netting</li> <li>d. adding positioning aids/sticks/skewers</li> <li>e. adding ingredients/foods</li> <li>f. adding decorative items</li> </ul> </li> <li>2.3 minimise waste during added value butchery operations</li> <li>2.4 follow FBO procedures to deal with any added value butchery problems.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Complete added value butchery operations
<b>Assessment criteria</b>
The learner can: 3.1 pass added value products on for storage or sales 3.2 clean personal protective equipment, work area, tools and equipment according to FBO requirements 3.3 sharpen and maintain the condition of butchery tools and equipment 3.4 store waste for disposal or re-cycling according to FBO requirements.

## Unit 100

## Understand how to produce added value meat products in sales operations

<b>UAN:</b>	<b>R/502/7884</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the MP.173K Understand how to produce added value meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to produce added value meat products, in a meat wholesale or butchery sales business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing added value meat products in sales operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to produce added value meat products
<b>Assessment criteria</b>
The learner can: 1.1 outline how to access, and the importance of food business operator's (FBO) procedures for added value butchery 1.2 describe the personal protective clothing and equipment required for added value butchery 1.3 describe why it is important to check the quantity and condition of meat, ingredients and sundry items for added value butchery 1.4 outline why it is important to check and maintain the cleanliness and safety of the work area, facilities, tools and equipment.

<b>Learning outcome</b>
The learner will: 2 Understand how to carry out added value butchery operations
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of following FBO butchery procedures and maintaining a flow of butchery operations to meet sales and storage requirements 2.2 outline why it is important in added value butchery operations to maintain quality, avoid contamination and maintain food safety standards 2.3 state the main added value meat products in sales operations including: a. red meat b. poultry c. seasonal products.

<b>Learning outcome</b>
The learner will: 3 Understand secondary butchery techniques
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 describe the techniques for adding value to meat products including:</p> <ul style="list-style-type: none"> <li>a. rolling</li> <li>b. forming/shaping</li> <li>c. scoring</li> <li>d. stringing/netting</li> <li>e. glazing</li> <li>f. adding positioning aids/sticks/skewers</li> <li>g. adding ingredients/foods</li> <li>h. adding decorative items</li> </ul> <p>3.2 describe how added value butchery processes and the use of ingredients/foods/decorative items adds value to meat products</p> <p>3.3 outline the importance of added value butchery to the presentation of meat for sale</p> <p>3.4 outline the advantages to the customer of added value meat products.</p>

## Unit 101

## Prepare sauces and marinades by hand in food manufacture

<b>UAN:</b>	<b>L/602/1706</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the PO.232S Prepare sauces/marinades by hand in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare sauces and marinades by hand in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when preparing sauces and marinades by hand in food manufacture. It needs to be assessed on the job.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to mix ingredients
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret brining specification 1.2 prepare equipment and associated work areas to ensure conditions suitable for food preparation 1.3 set up and check the accuracy of weighing equipment 1.4 obtain and prepare raw materials of required quality according to specification 1.5 take action in response to operating problems 1.6 maintain communications throughout the process.

<b>Learning outcome</b>
The learner will: 2 Mix ingredients
<b>Assessment criteria</b>
The learner can: 2.1 measure required quantities of raw materials 2.2 add raw materials to the mix in specified sequence, according to operating instructions 2.3 mix raw materials to achieve required product specification 2.4 handle raw materials in a manner which maintains quality and condition 2.5 test quality and consistency of mix 2.6 make sure mix is transferred to the next production stage 2.7 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Finish mixing process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 make equipment and work area ready for future use after completion of the process 3.3 complete all records.



## Unit 102

## Understand how to prepare sauces and marinades in food manufacture

<b>UAN:</b>	<b>R/602/1707</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the PO.233K Understand how to prepare sauces/marinades National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare sauces and marinades in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing sauces and marinades in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for preparing sauces and marinades in food manufacture
<b>Assessment criteria</b>
The learner can: 1.1 describe how sauces and marinades are used in food manufacture 1.2 describe the facilities and equipment required to prepare sauces and marinades 1.3 describe the labelling and traceability relevant to sauces and marinades 1.4 state why it is important to work within limits of own authority and competence 1.5 state how to carry out and the importance of recording, reporting and communication.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to mix sauces and marinades
<b>Assessment criteria</b>
The learner can: 2.1 describe how to assess the quality of raw materials 2.2 state why the quality of raw materials is important to sauce and marinade production 2.3 describe how to prepare facilities and equipment for operation 2.4 describe how to set up and ensure accuracy of weighing equipment.

<b>Learning outcome</b>
The learner will: 3 Know how to prepare sauces and marinades
<b>Assessment criteria</b>
The learner can: 3.1 describe how to mix sauces and marinades 3.2 state why it is important to follow recipes accurately 3.3 describe how the quality of sauces and marinades can affect the quality of the final product 3.4 describe how raw materials should be handled to maintain condition and quality 3.5 state how to test the quality and consistency of sauces and marinades.

<b>Learning outcome</b>
The learner will: 4 Know how to finish mixing sauces and marinades
<b>Assessment criteria</b>
The learner can: 4.1 describe the common quality problems and their likely causes 4.2 describe the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to specified procedures.

## Unit 103

## Prepare ingredients and store fillings and toppings in food manufacture

<b>UAN:</b>	<b>K/601/4570</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the PO.223S Prepare ingredients and store fillings and toppings in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare ingredients and store fillings and toppings in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace when preparing ingredients and storing fillings and toppings in food manufacture. It needs to be assessed on the job.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare ingredients
<b>Assessment criteria</b>
The learner can: 1.1 select the required ingredients according to instructions and specifications 1.2 weigh and measure the required ingredients 1.3 isolate and report any sub-standard ingredients 1.4 obtain authority to source replacement supplies for sub-standard ingredients where necessary 1.5 wear the specified personal protective clothing and equipment throughout preparation and production operations.

<b>Learning outcome</b>
The learner will: 2 Mix ingredients
<b>Assessment criteria</b>
The learner can: 2.1 select equipment, checking that it is fit for production needs 2.2 prepare and mix ingredients according to specifications 2.3 check that waste is minimised 2.4 deal with scrap material according to specified procedures.

<b>Learning outcome</b>
The learner will: 3 Store supplies and fillings and toppings
<b>Assessment criteria</b>
The learner can: 3.1 select and check prepared fillings and toppings according to instructions and specifications 3.2 place prepared fillings and toppings in the specified condition and location 3.3 where required, label fillings and toppings, ready for further processing 3.4 monitor the quality of fillings and toppings against specifications 3.5 monitor the quantity of fillings and toppings against production needs 3.6 report any quality issues to the relevant people.

## Unit 104

## Understand how to prepare and store savoury fillings and toppings in food manufacture

<b>UAN:</b>	<b>H/601/4616</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the PO.225K Understand how to prepare and store savoury fillings and toppings in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare and store savoury fillings and toppings in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and storing savoury fillings and toppings in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare savoury fillings and toppings in food manufacture
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline the basic purpose of the mixing process for savoury fillings and toppings</li> <li>1.2 describe the preparation techniques for: <ul style="list-style-type: none"> <li>a. meat</li> <li>b. vegetables</li> <li>c. cheese</li> <li>d. herbs and spices</li> </ul> </li> <li>1.3 describe the cooking techniques for: <ul style="list-style-type: none"> <li>a. meat</li> <li>b. vegetables</li> <li>c. herbs and spices</li> </ul> </li> <li>1.4 outline the importance of not over-mixing or over-blending savoury fillings</li> <li>1.5 outline how to report on the quality and quantity of fillings and toppings</li> <li>1.6 outline how to arrange for the production of supplies to meet production needs.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to store savoury fillings and toppings in food manufacture
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe how to avoid contamination during mixing and storing flour confectionery fillings and toppings</li> <li>2.2 describe what might happen if contamination is not avoided during storage</li> <li>2.3 outline how to maintain filling condition and deal with time constraints, in readiness for processing</li> <li>2.4 describe how to recognise and report savoury fillings and toppings that do not meet specification</li> <li>2.5 describe the procedure for rejecting and isolating sub-standard fillings and toppings.</li> </ul>

## Unit 105

## Sell food products in a retail environment

<b>UAN:</b>	<b>L/601/8305</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.405S Sell food products in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who sell food products in a retail environment in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, selling food products in a retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Establish customer needs
<b>Assessment criteria</b>
The learner can: 1.1 greet the customer politely 1.2 find out what type and quantity of food and drink product the customer wants 1.3 offer suitable alternatives when food or drink products are unavailable or when the customer is undecided 1.4 show customers their selected products to confirm that they are what they want 1.5 wrap or pack the products.

<b>Learning outcome</b>
The learner will: 2 Satisfy customer needs
<b>Assessment criteria</b>
The learner can: 2.1 provide information to customers about the safe transport, storage and keeping of products, where this is requested or advisable 2.2 conduct the sale courteously, and at a pace which is appropriate to the needs of the customer and the trading conditions.

<b>Learning outcome</b>
The learner will: 3 Process the sale of food and drink products
<b>Assessment criteria</b>
The learner can: 3.1 confirm the price and the method of payment with the customer 3.2 process payment or credit according to company policy 3.3 keep payments and stock safe throughout transaction 3.4 report mistakes and problems to the relevant person and take action to correct 3.5 thank the customer and say goodbye politely.

## Unit 106

## Understand how to sell food products in a retail environment

<b>UAN:</b>	<b>R/601/8306</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SO.406K Understand how to sell food products in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to sell food products in a retail environment, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when selling food products in a retail environment. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to establish the customer's needs
<b>Assessment criteria</b>
The learner can: 1.1 explain why it is important to confirm the exact quantities, type and quality of food and drink products the customer wants 1.2 outline the importance of working within the customer's price range.

<b>Learning outcome</b>
The learner will: 2 Know how to satisfy the customer's needs
<b>Assessment criteria</b>
The learner can: 2.1 explain the importance of customer service to retail operations 2.2 state why it is important to provide suitable alternatives when the customer's first choice cannot be met and what alternatives can be offered 2.3 describe why it is important not to cause conflict as a result of the customer's change of mind 2.4 state when to provide supporting information about the safe transport, storage and keeping of food and drink products.

<b>Learning outcome</b>
The learner will: 3 Know how to process and complete the sale of food and drink products
<b>Assessment criteria</b>
The learner can: 3.1 state the company procedures for dealing with methods of payment available to customers 3.2 describe ways to keep payments and stock safe 3.3 explain what legal tender is 3.4 outline the basic trading rights of the customer and trader 3.5 describe the process of taking customer orders for products not in stock 3.6 state the limits of own authority and the consequences of operating outside these limits 3.7 outline the importance of communication and the implications of not communicating effectively.

## Unit 107

## Display meat and meat products in sales operations

<b>UAN:</b>	<b>F/502/7864</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.174S Display meat or poultry for sale National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who display meat and meat products, in a meat wholesale or butchery sales business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, displaying meat and meat products in sales operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to display meat and meat products
<b>Assessment criteria</b>
The learner can: 1.1 access and interpret the food business operator's (FBO) requirements and specifications for display 1.2 select, wear and use personal protective clothing and equipment 1.3 check the display area, equipment and accessories are clean and operating correctly 1.4 select the meat and meat products available to display for sales considering a. shelf life b. quantities required to meet demand c. appeal d. promotional requirements 1.5 assemble meat and meat products and any accessories and prepare them for display 1.6 follow FBO procedures to replenish supply and deal with any problems in preparation for display.

<b>Learning outcome</b>
The learner will: 2 Display and label meat and meat products
<b>Assessment criteria</b>
The learner can: 2.1 display meat and meat products in accordance with FBO display procedures and plans 2.2 prepare and position display labels according to FBO requirements 2.3 follow FBO procedures to deal with any display or product problems.

<b>Learning outcome</b>
The learner will: 3 Maintain the display of meat and meat products
<b>Assessment criteria</b>
The learner can: 3.1 monitor the display and replace meat and meat products in accordance with FBO display procedures and plans 3.2 maintain display by repositioning and reorganising products when replacement products are not available 3.3 carry out emergency cleaning procedures promptly when required 3.4 monitor and record the temperature of display equipment and report any non-compliance 3.5 remove meat and meat products from display that do not meet quality specification 3.6 store waste for disposal or re-cycling according to FBO requirements.

<b>Learning outcome</b>
The learner will: 4 Empty and clean display
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 withdraw products from the display in accordance with FBO display procedures and plans</p> <p>4.2 select and assemble the appropriate cleaning materials for display equipment and accessories</p> <p>4.3 clean display surfaces, equipment and accessories in accordance with FBO display procedures and specifications.</p>

## Unit 108

## Understand how to display meat and meat products in sales operations

<b>UAN:</b>	<b>J/502/7865</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.175K Understand how to display meat or poultry for sale National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to display meat and meat products, in a wholesale or butchery sales business.</p> <p>The unit is designed for use primarily by display operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when displaying meat and meat products in sales operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to display meat and meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline how to access, and the importance of food business operator's (FBO) procedures for display</li> <li>1.2 outline the food safety and hygiene requirements for how meat or meat products may be displayed including: <ul style="list-style-type: none"> <li>a. personal protective clothing</li> <li>b. personal protective equipment</li> <li>c. temperature requirements</li> <li>d. separation of raw and ready to eat products</li> </ul> </li> <li>1.3 state what might happen if food safety procedures are not adhered to</li> <li>1.4 outline the labelling requirements for meat and meat products <ul style="list-style-type: none"> <li>a. positioning</li> <li>b. label content</li> </ul> </li> <li>1.5 outline why it is important to check and maintain the cleanliness and safety of the display area, facilities, accessories and equipment.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to display and maintain the display of meat and meat products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 outline the importance of following FBO procedures for display</li> <li>2.2 outline how to rotate and utilise stock effectively to minimise waste</li> <li>2.3 state the factors which can affect the quality of the product during display</li> <li>2.4 state how to estimate the amount of individual product needed to fill the display effectively</li> <li>2.5 outline the purpose of the accessories required for the display</li> <li>2.6 state where information about potential allergens and other health issues of specific products can be accessed</li> <li>2.7 describe how to collect and record display monitoring information and data</li> <li>2.8 outline the FBO procedures for dealing with display problems.</li> </ul>



<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand how to dismantle and clean displays for meat and meat products</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 outline the importance of following FBO procedures for emptying and cleaning the display</p> <p>3.2 outline the FBO procedures for emptying the display and moving products into storage or to waste</p> <p>3.3 state which types of cleaning materials are suitable for cleaning display accessories and equipment.</p>

## Unit 109

## Serve on a specialist food retail counter

<b>UAN:</b>	<b>D/602/4576</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the SO.705S Serve on a specialist food retail counter National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who serve on a specialist food retail counter in a food retail environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, serve on a specialist food retail counter in a food retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Set up a counter area for specialist food
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 prepare and organise tools, equipment and the work area</li> <li>1.2 check that the counter area is appropriate for the food products being displayed</li> <li>1.3 ensure that the specified quantities of products and materials are in stock</li> <li>1.4 check that food products are: <ul style="list-style-type: none"> <li>a. free from damage</li> <li>b. arranged ready for sale</li> <li>c. clean</li> <li>d. visually appealing</li> </ul> </li> <li>1.5 ensure that food product labelling complies with legal requirements.</li> </ul>

  

<b>Learning outcome</b>
The learner will: 2 Assist customers with purchases in specialist food retail
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 provide customers with information on <ul style="list-style-type: none"> <li>a. storage</li> <li>b. usage of food products</li> <li>c. origins of food products</li> </ul> </li> <li>2.2 offer customers suitable alternatives when requested items are out of stock</li> <li>2.3 advise customers on selecting food products based on dietary needs within the limits of own role</li> <li>2.4 weigh orders according to customer requests</li> <li>2.5 determine the weight of products by price</li> <li>2.6 respond to customer complaints within the limits of own authority.</li> </ul>

  

<b>Learning outcome</b>
The learner will: 3 Maintain the counter area in specialist food retail
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 maintain food safe working conditions</li> <li>3.2 ensure that food products are not displayed beyond their sell by date</li> <li>3.3 follow procedures products are found beyond their expiry date</li> <li>3.4 follow the procedures for stock rotation and replacement</li> <li>3.5 ensure that food products are stored at the correct temperature and environment</li> <li>3.6 check that tools and equipment are clean and in good working order and take action if they are not.</li> </ul>

## Unit 110

## Understand how to serve on a specialist food counter

<b>UAN:</b>	<b>H/602/4577</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.706K Understand how to serve on a specialist food retail counter National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who serve on a specialist food retail counter in a food business.</p> <p>The unit is designed for use primarily by operators and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, serving on a specialist food retail counter. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to use the work area
<b>Assessment criteria</b>
The learner can: 1.1 state how to operate and maintain the service equipment associated with the role 1.2 describe how to operate and maintain the tools and equipment associated with the role.

<b>Learning outcome</b>
The learner will: 2 Know how to handle food products
<b>Assessment criteria</b>
The learner can: 2.1 outline how to identify products that are ready for sale 2.2 describe the shelf-life of the products for sale and explain how to maximise it 2.3 state the difference between sell by and use by dates and why they are important 2.4 describe how to prevent and eliminate cross-contamination 2.5 state the procedures for re-stocking food display products 2.6 describe how to identify and dispose of waste according to company procedures.

<b>Learning outcome</b>
The learner will: 3 Know how to serve customers
<b>Assessment criteria</b>
The learner can: 3.1 outline how to weigh out and calculate customer orders 3.2 state how to communicate with customers.

## Unit 111

## Bake off food products for sale

<b>UAN:</b>	<b>A/601/4573</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.2285 Bake off food products for sale National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who bake off food products in a food production business.</p> <p>The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when baking off food products for sale. It needs to be assessed on the job.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Bake-off products for sale
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 bake products to specification using required operational procedures</li> <li>1.2 make sure that baked products meet the requirements of the production schedule and the product specification</li> <li>1.3 check and confirm that products have been baked according to specifications</li> <li>1.4 take action in line with operational requirements where products fail to meet the product specification</li> <li>1.5 store products at the specified temperature for the next stage in the bakery process.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Glaze and decorate bake-off products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 confirm that products are in the specified condition for glazing or decorating</li> <li>2.2 make sure that finishing materials and methods conform to specification for texture, colour and temperature</li> <li>2.3 confirm that glazed and decorated products conform to the product specification and are in the required position for the next stage in the bakery process</li> <li>2.4 take action in line with operational requirements where finished products fail to meet the product specification</li> <li>2.5 make sufficient glazed and decorated products available to meet production requirements</li> <li>2.6 reclaim waste materials or dispose of them according to operational requirements.</li> </ul>

## Unit 112

## Understand how to bake off food products for sale

<b>UAN:</b>	<b>J/601/4575</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the PO.229K Understand how to bake off food products for sale National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who bake off food products in a food production business.</p> <p>The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when baking off food products for sale. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to bake off food products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline the factors that affect baking, including: <ul style="list-style-type: none"> <li>a. temperature</li> <li>b. time</li> <li>c. humidity</li> <li>d. weight</li> <li>e. shape</li> </ul> </li> <li>1.2 describe the basic changes to products during baking</li> <li>1.3 outline the importance of specified cooling conditions</li> <li>1.4 describe the types of finishing materials for bake-off products and their use</li> <li>1.5 outline the key factors that affect the handling and application of glazes and decorative materials</li> <li>1.6 outline the key features of legal and standard operational requirements, and how they affect each other and working practices.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to maintain quality of bake-off products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 outline the assessment procedures for confirming quality</li> <li>2.2 describe how to recognise products that fail to meet the specification</li> <li>2.3 state the action that should be taken if products do not meet the required standards</li> <li>2.4 describe the reporting procedures.</li> </ul>

## Unit 113

## Assemble and process products for food service

<b>UAN:</b>	<b>D/601/4615</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the SO.511S Assemble and process products for food service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who assemble and process products for food service in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, assembling and processing products for food service. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Assemble service products according to specifications and instructions
<b>Assessment criteria</b>
The learner can: 1.1 ensure the working area is clean and in the correct condition for use 1.2 identify and select fillings 1.3 assemble service products to specification to meet customers' needs 1.4 ensure that working practices minimise waste and that scrap material is dealt with according to specified procedures 1.5 position assembled products for further processing 1.6 take action on discovering any problems or variances.

<b>Learning outcome</b>
The learner will: 2 Process service products according to specifications and instructions
<b>Assessment criteria</b>
The learner can: 2.1 check the condition of assembled products according to specifications and instructions 2.2 check the operating condition of processing equipment 2.3 process assembled products to specification to meet customers' needs 2.4 maintain the condition of processed products 2.5 position processed products for further processing 2.6 take action on discovering any problems or variances.

## Unit 114

## Understand how to assemble and process products for food service

<b>UAN:</b>	<b>M/601/4618</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the SO.512K Understand how to assemble and process products for food service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who assemble and process products in a food service business.</p> <p>The unit is designed for use primarily by food service operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assembling and processing products for food service. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for the assembly and processing of food service products
<b>Assessment criteria</b>
The learner can: 1.1 describe how to source and read product specifications and recipe information 1.2 outline the specified use of processing techniques for service products 1.3 describe why consistent assembly for portion control is important.

<b>Learning outcome</b>
The learner will: 2 Know how to maintain high standards of quality in food service products
<b>Assessment criteria</b>
The learner can: 2.1 outline the common factors affecting the quality of service products 2.2 describe the common sources of service product contamination during assembly and processing 2.3 outline how to avoid contamination during assembly and processing 2.4 describe what might happen if contamination is not avoided 2.5 describe how to recognise and report service products that do not meet specification 2.6 state the procedure for rejecting and isolating sub-standard service products.

## Unit 115

## Prepare to operate a counter/take away service in food operations

<b>UAN:</b>	<b>D/601/4582</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the SO.501S Prepare and clear areas for counter/take-away service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who preparing to provide a counter/take away service in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, preparing to provide a counter/take away service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare work areas and equipment according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 1.1 check that the work area and equipment are food safe and ready for use 1.2 check that sufficient stocks of service items are available for use 1.3 switch on appropriate service equipment in time to reach the recommended operating temperature 1.4 prepare and display condiments and accompaniments ready for service according to SOP 1.5 display promotional materials ready for customer use 1.6 check that refuse and waste food containers are clean and ready for use 1.7 display food immediately before service.

<b>Learning outcome</b>
The learner will: 2 Clear work areas and equipment according to Standard Operating Procedures
<b>Assessment criteria</b>
The learner can: 2.1 clean service equipment and work area after use 2.2 assemble any reusable items from the food service for cleaning or storage 2.3 store unused condiments and accompaniments for future use 2.4 dispose of rubbish, used disposables and waste food.

## Unit 116

## Understand how to prepare to operate a counter/take away service in food operations

<b>UAN:</b>	<b>J/601/4589</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SO.502K Understand how to prepare to operate a counter-take away service in food operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare to operate a counter/take away service in food manufacture, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to prepare to operate a counter/take away service in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Know how to prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 describe the importance of food safe working and practices when preparing work areas and equipment</li> <li>1.2 describe the importance of having the correct equipment available for service</li> <li>1.3 state why waste must be handled and disposed of correctly</li> <li>1.4 outline the importance of maintaining presentation standards in the display of food</li> <li>1.5 describe the importance of displaying hot and cold food according to SOPs</li> <li>1.6 describe the importance of checking expiry dates on appropriate food and drink items</li> <li>1.7 state why promotional materials should be checked before use</li> <li>1.8 describe the types of unexpected situations that may occur when preparing areas and how to deal with these.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2 Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 outline the importance of the food safe working practices when clearing work areas and equipment</li> <li>2.2 state why certain electrical and gas equipment should be turned off after service</li> <li>2.3 state why waste must be handled and disposed of correctly</li> <li>2.4 detail reasons for returning all perishable food and drink items to the kitchen and storage area immediately after service</li> <li>2.5 describe why all service areas should be left clean after service</li> <li>2.6 describe the types of unexpected situations that may occur when clearing areas and how to deal with these.</li> </ol>

## Unit 117

## Operate a counter/take-away service in food operations

<b>UAN:</b>	<b>F/601/4591</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the SO.503S Operate a counter/take-away service in food operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a counter/take away service in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a counter/take away service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Provide customers with a counter/take-away service according to standard operating procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 provide customers with information that meets their needs and promotes the organisation's products and services</li> <li>1.2 find out what the customers needs are, informing them about any waiting time</li> <li>1.3 process the order promptly</li> <li>1.4 serve food and drink items at the recommended temperatures</li> <li>1.5 make sure there are appropriate condiments and accompaniments available for customers.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2 Maintain work areas and equipment according to standard operating procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 keep the work area tidy, hygienic and free from rubbish and food debris during service</li> <li>2.2 maintain enough stocks of clean service items</li> <li>2.3 restock with food and drink items when necessary</li> <li>2.4 display and store food and drink items</li> <li>2.5 clear the work area of used service items</li> <li>2.6 dispose of rubbish, used disposable items and food waste as required.</li> </ol>

## Unit 118

## Understand how to operate a counter/take-away service in food operations

<b>UAN:</b>	<b>D/601/4596</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.504K Understand how to provide a counter/take-away service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a counter/take away service in food manufacture, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to operate a counter/take away service in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to provide customers with a counter/take-away service according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of food safe working practices for serving customers at the counter 1.2 detail the importance of using separate serving equipment for each food item 1.3 describe the importance of serving food and drink items at the correct temperature 1.4 state why portions must be controlled when serving customers 1.5 state why information given to customers must be accurate 1.6 describe the types of unexpected situations that may occur when serving customers and how to deal with these.

<b>Learning outcome</b>
The learner will: 2 Know how to maintain work areas and equipment according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 2.1 state the food safe working practices for cleaning and why these are important 2.2 state why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout service 2.3 state why waste must be handled and disposed of correctly 2.4 outline why a constant stock of service items should be maintained 2.5 describe the types of unexpected situations that may occur when clearing away and how to deal with these.

## Unit 119

## Prepare to operate a table/tray service in food operations

<b>UAN:</b>	<b>M/601/4599</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the SO.505S Prepare and clear areas for table/tray service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare to operate a table/tray service in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, preparing to operate a table/tray service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 check that service areas and equipment are ready for use, including tables and trays</li> <li>1.2 check that sufficient stock of service items are ready for use</li> <li>1.3 prepare condiments and accompaniments ready for use and store them safely</li> <li>1.4 check that refuse and waste food containers are hygienic, empty and ready for use</li> <li>1.5 check that menus and promotional items are ready for use.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2 Clear dining and service areas after service according to Standard Operating Procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 collect all service items for cleaning or storage</li> <li>2.2 prepare used or soiled table linen for laundry or disposal</li> <li>2.3 store food items, condiments and accompaniments</li> <li>2.4 dispose of rubbish and waste food</li> <li>2.5 ensure that service equipment, work areas and dining furniture are ready for future use.</li> </ol>

## Unit 120

## Understand how to prepare to operate a table/tray service in food operations

<b>UAN:</b>	<b>H/601/4602</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.506K Understand how to prepare to operate a table/tray service in food operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare to operate a table/tray away service in food manufacture, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to prepare to operate a table/tray away service in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Know how to prepare work areas and equipment ready for service according to standard operating procedures (SOP)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 state the food safe working practices for preparing service areas and equipment</li> <li>1.2 detail the standard operating procedures (SOP) for serving food and drink</li> <li>1.3 state why waste must be handled and disposed of correctly</li> <li>1.4 state why condiments and accompaniments should be prepared ready for service</li> <li>1.5 state when to prepare service areas and equipment</li> <li>1.6 state why menus and promotional items should be checked before use</li> <li>1.7 outline why a constant stock of food service items should be maintained</li> <li>1.8 describe the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2 Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 state the safe and hygienic working practices for clearing dining and service areas</li> <li>2.2 detail why all food service areas should be left clean after service</li> <li>2.3 state why certain electrical equipment should be turned off after service</li> <li>2.4 describe the types of unexpected situations may occur when clearing areas after service and how you should deal with these.</li> </ol>

## Unit 121

## Operate a table/tray service in food operations

<b>UAN:</b>	<b>M/601/4604</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the SO.5075 Operate a table/tray service in food operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate a table/tray service in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating a table/tray service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Provide customers with information and process orders according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 1.1 help customers with dining arrangements according to the service style 1.2 make sure customers have access to the correct menus and information 1.3 answer questions customers may have giving them information which meets their needs and promotes the organisation's products and services 1.4 record and process the customers' orders.

<b>Learning outcome</b>
The learner will: 2 Serve customers according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 2.1 serve the customers with correct orders 2.2 provide customers with the service items, condiments and accompaniments appropriate to their food 2.3 serve food and drink items with clean, hygienic and undamaged equipment of the appropriate type 2.4 keep customer dining and service areas tidy, hygienic and free from rubbish and food debris 2.5 clear customer dining areas of soiled and unused service items at the appropriate times 2.6 maintain sufficient stocks of clean service items, condiments and accompaniments throughout the service.

## Unit 122

## Understand how to operate a table/tray service in food operations

<b>UAN:</b>	<b>T/601/4605</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.508K Understand how to provide a table/tray service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate a table/tray away service in food manufacture, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to operate a table/tray away service in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to provide customers with information and process orders according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 1.1 outline standard operating procedures for a. customer care b. service style c. greeting and seating customers d. food safe working practices and their importance 1.2 state why information given to customers must be accurate 1.3 detail the importance of taking customer orders accurately, and how to check them 1.4 detail the importance of promoting the service to customers 1.5 detail which condiments and accompaniments go with each dish 1.6 describe the importance of using the appropriate equipment when serving food and drink items to customers 1.7 state the importance of checking that food service equipment is ready for use 1.8 describe the types of unexpected situations that may occur when taking orders and serving food, and how to deal with these.

<b>Learning outcome</b>
The learner will: 2 Know how to serve customers according to Standard Operating Procedures (SOPs)
<b>Assessment criteria</b>
The learner can: 2.1 describe the importance of food safe working practices for maintaining dining and service areas 2.2 detail why dining and service areas must be kept tidy and free from rubbish and food debris 2.3 state how to handle and dispose of waste 2.4 state why a constant stock of table and service items should be maintained.

## Unit 123

## Produce product packs in food operations

<b>UAN:</b>	<b>A/601/8297</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.309S Produce product packs in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce product packs in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing product packs in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to produce individual product packs
<b>Assessment criteria</b>
The learner can: 1.1 identify packing specifications 1.2 set up equipment to meet specifications 1.3 check that sufficient suitable packing material is available 1.4 check that the product to be packed is available and fit for use 1.5 communicate with the relevant people about equipment and materials throughout product pack production.

<b>Learning outcome</b>
The learner will: 2 Produce individual product packs
<b>Assessment criteria</b>
The learner can: 2.1 use packaging equipment 2.2 follow organisational procedures to respond to operating problems 2.3 check equipment is supplied with product and packing materials 2.4 check pack quality and quantity and take appropriate action in response to defects 2.5 meet targets for the quality and quantity of products to be packed 2.6 make sure that there is minimal waste during packaging.

<b>Learning outcome</b>
The learner will: 3 Finish production of individual product packs
<b>Assessment criteria</b>
The learner can: 3.1 dispose of surplus product and packing material including: a. waste b. scrap c. non-standard products 3.2 stop the packaging run when completed 3.3 prepare equipment for future use after completion of the process 3.4 complete packaging records.

## Unit 124

## Understand how to produce product packs in food operations

<b>UAN:</b>	<b>F/601/8298</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the SD.311K Understand how to produce product packs in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to produce product packs, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing product packs in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to meet production demand for product packs
<b>Assessment criteria</b>
The learner can: 1.1 state the expected rate of use of product and materials 1.2 outline what action to take if the supply of product and materials is interrupted 1.3 state why it is important to control consumables to match the packing run 1.4 outline how to measure the quantity of product to go into the packs 1.5 state why it is important to supply the specified materials in the specified quantity and on time 1.6 state why it is important to meet output targets.

<b>Learning outcome</b>
The learner will: 2 Know how to control production of product packs
<b>Assessment criteria</b>
The learner can: 2.1 state why it is important to monitor operations 2.2 state why it is important to work within the limits own authority and ability 2.3 state why it is important to control consumables to match the packing run.

<b>Learning outcome</b>
The learner will: 3 Know how to complete production of product packs
<b>Assessment criteria</b>
The learner can: 3.1 state why it is important to have a shut-down sequence 3.2 outline the impact if waste and scrap disposal procedures are not followed 3.3 outline what preparations are required for the next phase in the cycle 3.4 describe how to prepare the work area for future use.

## Unit 125

## Produce individual packs by hand in food operations

<b>UAN:</b>	<b>R/601/4580</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.310S Produce individual packs by hand in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce individual packs by hand in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing individual packs by hand in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to produce packs by hand in food operations
<b>Assessment criteria</b>
The learner can: 1.1 check packing specifications match the available product and packing materials 1.2 check that the packing material of is available 1.3 check that sufficient product is available 1.4 follow organisational procedures to deal with any problems.

<b>Learning outcome</b>
The learner will: 2 Carry out production of packs by hand in food operations
<b>Assessment criteria</b>
The learner can: 2.1 use lifting and handling procedures when carrying out production of individual packs 2.2 monitor the quality of packs being produced and follow organisational policy to report defects 2.3 meet time and quality targets for the production of individual packs 2.4 take positive actions to minimise waste.

<b>Learning outcome</b>
The learner will: 3 Finish production of packs by hand in food operations
<b>Assessment criteria</b>
The learner can: 3.1 dispose of surplus materials following the organisation's procedures 3.2 dispose of waste and scrap materials following the organisation's procedures 3.3 clear and clean the work area ready for future use when production is complete.

## Unit 126

## Understand how to produce individual packs by hand in food operations

<b>UAN:</b>	<b>A/502/7443</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the SD.311K Understand how to produce product packs by hand in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to produce individual packs by hand, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing individual packs by hand in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to produce individual packs by hand
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 list the sources of information about products, materials and packaging</li> <li>1.2 describe how to identify different types of product and packaging</li> <li>1.3 state the functions of the packing materials being used</li> <li>1.4 describe how to establish that the product and packaging are fit for use</li> <li>1.5 state organisational procedures for dealing with product and packaging that is not fit for use</li> <li>1.6 outline the physical characteristics of products that affect packaging and packing</li> <li>1.7 state the main types of packing and sealing materials.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to carry out production of packs by hand
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe required manual handling techniques to be used when producing packs by hand</li> <li>2.2 describe what action should be taken if faults are discovered in packing materials, products, equipment condition and equipment settings</li> <li>2.3 state the importance of having checking procedures</li> <li>2.4 state the expected rate of use of products and materials</li> <li>2.5 state the importance of controlling consumables to match the packing run</li> <li>2.6 outline how to measure the quantity of product to go into each pack and how this is monitored</li> <li>2.7 state the required standards for each pack.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Know how to finish production of packs by hand in food operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 state the importance of supplying the materials</li> <li>3.2 state the importance of meeting output targets when finishing production of packs</li> <li>3.3 state the importance of controlling consumables to match the packing run</li> <li>3.4 state the importance of having a clear shut down sequence when finishing production of packs</li> <li>3.5 describe how to dispose of waste and scrap material</li> <li>3.6 outline the preparations required for the next phase in the production cycle</li> <li>3.7 state the importance of communicating effectively about all aspects of production of packs by hand.</li> </ul>

## Unit 127

## Label food products by hand in food operations

<b>UAN:</b>	<b>J/502/7820</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the SD.329S Label food products by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who label food products by hand in a food business.</p> <p>The unit is designed for use by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace for those who label food products by hand in a food business. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of competent performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to weigh and label food products
<b>Assessment criteria</b>
The learner can: 1.1 select and use the personal protective clothing and equipment 1.2 source and use the organisational procedures and specifications for labelling 1.3 check the availability and cleanliness of the labelling work area, tools and equipment 1.4 assemble labels, supporting materials and food product for packaging 1.5 refer or address preparation problems in line with organisational procedures.

<b>Learning outcome</b>
The learner will: 2 Check weigh food products
<b>Assessment criteria</b>
The learner can: 2.1 check the accuracy of weighing equipment 2.2 weigh food products according to organisational procedures 2.3 clean weighing equipment and work area 2.4 refer or address check weighing problems in line with organisational procedures.

<b>Learning outcome</b>
The learner will: 3 Label food products
<b>Assessment criteria</b>
The learner can: 3.1 prepare food product label according to organisational requirements 3.2 apply labels to food product 3.3 present product to customer or store to meet organisational requirements.



## Unit 128

## Understand how to label food products by hand in food operations

<b>UAN:</b>	<b>L/502/7821</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the SD.330K Understand how to label food products by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to label food products by hand in food operations.</p> <p>The unit is designed for use by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, labelling food products by hand in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare to label food products by hand
<b>Assessment criteria</b>
The learner can: 1.1 outline why it is important to follow organisational procedures for labelling food products by hand 1.2 state why it is important to check the cleanliness of the work area, tools and equipment 1.3 state the materials and equipment needed to carry out labelling of food products by hand.

<b>Learning outcome</b>
The learner will: 2 Understand how to label food products by hand
<b>Assessment criteria</b>
The learner can: 2.1 describe how to avoid contamination during hand labelling 2.2 outline why it is important to check weight products for labelling 2.3 state why food products should be labelled 2.4 outline how to handle food products to maintain quality during labelling 2.5 outline how to dispose of waste products from labelling operations 2.6 describe how ineffective labelling can lead to wastage, potential customer complaints and lost revenue 2.7 outline how to refer or address labelling problems in line with organisational procedures.

## Unit 129

## Prepare food product orders for customers in food operations

<b>UAN:</b>	<b>R/502/7822</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.331S Prepare food product orders for customers National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare food product orders for customers in a food business.</p> <p>The unit is designed for use by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace for those who prepare food product orders for customers in a food business. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of competent performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Identify customers' needs and prepare food product
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment 1.2 source and use the organisational procedures and specifications for preparing orders 1.3 identify customers' needs and record them if appropriate 1.4 check the customers' requests, and confirm whether all requests can be met 1.5 select food products of the quality and size required to meet the customers' needs 1.6 minimise waste when preparing food products 1.7 refer or address preparation problems in line with organisational procedures.

<b>Learning outcome</b>
The learner will: 2 Weigh and wrap or tray up food products
<b>Assessment criteria</b>
The learner can: 2.1 check weigh or weigh food products according to organisational procedures 2.2 check that the product meets customers' requirements and make adjustments if necessary 2.3 select wrapping material 2.4 wrap products to ensure food product condition and integrity is maintained 2.5 tray or bag products according to customers' needs 2.6 refer or address problems in line with organisational procedures.

<b>Learning outcome</b>
The learner will: 3 Check and present orders
<b>Assessment criteria</b>
The learner can: 3.1 check that the order is complete and store it in the appropriate place ready for delivery or collection 3.2 present product to customers or store to meet organisational requirements.

## Unit 130

## Understand how to prepare food product orders for customers in food operations

<b>UAN:</b>	<b>Y/502/7823</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.332K Understand how to prepare food product orders for customers National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to prepare food product orders for customers in food processing or sales businesses.</p> <p>The unit is designed for use by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, preparing food product orders for customers in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how to prepare food product orders
<b>Assessment criteria</b>
The learner can: 1.1 outline why it is important to follow organisational procedures for preparing food product orders 1.2 describe how to identify customers' needs and fulfil them 1.3 state the procedures to follow when a customer's requirements are not understood 1.4 state why it is important to check the cleanliness of the wok area, tools and equipment 1.5 outline the materials and equipment needed to prepare food product orders.

<b>Learning outcome</b>
The learner will: 2 Understand how to assemble and present food products orders
<b>Assessment criteria</b>
The learner can: 2.1 describe how to avoid contamination during assembly of orders 2.2 outline why it is important to check weigh food products 2.3 outline how to handle food products to maintain quality during assembly of orders 2.4 outline how to dispose of waste products from assembly operations 2.5 describe how ineffective assembly and presentation of orders can lead to wastage, potential customer complaints and lost revenue 2.6 outline how to refer or address order assembling and presentation problems in line with organisational procedures.

## Unit 131

## Prepare orders for despatch in food operations

<b>UAN:</b>	<b>M/602/1715</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the SD.327S Prepare orders for despatch National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare orders for despatch in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, preparing orders for despatch in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to assemble orders
<b>Assessment criteria</b>
The learner can: 1.1 obtain packing and despatch documentation for individual customers 1.2 prepare work area to ensure conditions suitable for order preparation 1.3 obtain packaging materials and resources for the preparation of orders 1.4 identify locations of selected items 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Assemble orders
<b>Assessment criteria</b>
The learner can: 2.1 select and assemble the specified goods to match despatch documentation 2.2 identify and report any discrepancies or difficulties with preparing consignments 2.3 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Prepare orders
<b>Assessment criteria</b>
The learner can: 3.1 secure assembled order ready for despatch 3.2 check that the prepared consignment matches the despatch instructions 3.3 handle packaged products in a manner which maintains their quality and condition 3.4 complete and label orders according to specification 3.5 maintain condition of work area throughout process.

<b>Learning outcome</b>
The learner will: 4 Finish order preparation
<b>Assessment criteria</b>
The learner can: 4.1 dispose of waste according to organisational procedures 4.2 make equipment and work area ready for future use after completion of the process 4.3 complete all records.



## Unit 132

## Understand how to prepare orders for despatch in food operations

<b>UAN:</b>	<b>M/602/1696</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SD.328K Understand how to prepare orders for despatch National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare orders for dispatch in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing orders for despatch. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will:
1 Know what the requirements are for preparing orders for despatch in food operations
<b>Assessment criteria</b>
The learner can:
1.1 describe the facilities required to despatch food products
1.2 state why it is important to work within limits of own authority and competence
1.3 describe how to carry out recording, reporting and communication and the importance of this.

<b>Learning outcome</b>
The learner will:
2 Know how to assemble orders for despatch in food operations
<b>Assessment criteria</b>
The learner can:
2.1 describe how to assemble orders so that the quality of packaged materials is maintained
2.2 state how to obtain and interpret packing and despatch documentation
2.3 state the different types of packaging used for despatch
2.4 outline how to assess the condition of packing materials
2.5 describe how to monitor and assess the quality of packaging.

<b>Learning outcome</b>
The learner will:
3 Know how to prepare orders for despatch in food operations
<b>Assessment criteria</b>
The learner can:
3.1 describe how to prepare products for despatch
3.2 state how to recognise the quality of product
3.3 outline the labelling and despatch instructions
3.4 describe how to check consignment notes against instructions
3.5 describe how to handle packaged product to maintain condition and quality
3.6 describe how to identify packaged product.

<b>Learning outcome</b>
The learner will:
4 Know how to finish preparing orders for despatch in food operations
<b>Assessment criteria</b>
The learner can:
4.1 state the action to take when the process specification is not met
4.2 describe how to deal with order discrepancies
4.3 state why it is important to dispose of waste according to specified procedures.

## Unit 133

## Monitor food hygiene standards using rapid test methods in operations

<b>UAN:</b>	<b>F/601/8303</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the FS.130S Monitor food hygiene standards using rapid test methods National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who monitor food hygiene standards using rapid test methods in a food or animal feed business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring food hygiene standards using rapid test methods in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare documentation, equipment and samples for testing
<b>Assessment criteria</b>
The learner can: 1.1 confirm availability of correct documentation equipment and resources, and ensure that they are ready for use 1.2 identify and report unserviceable equipment 1.3 calibrate testing equipment 1.4 confirm area to be sampled and check for safety 1.5 check the integrity of the samples.

<b>Learning outcome</b>
The learner will: 2 Conduct tests and record results
<b>Assessment criteria</b>
The learner can: 2.1 handle samples safely using aseptic techniques 2.2 follow standard operating procedures to carry out tests 2.3 record relevant information and data 2.4 interpret results using positive and negative controls 2.5 identify potential false positive results 2.6 record, investigate and report deviations in results to the relevant person 2.7 follow standard operating procedures to record test data.

## Unit 134

## Understand how to monitor food hygiene standards using rapid test methods in operations

<b>UAN:</b>	<b>J/601/8304</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FS.131K Understand the use of rapid food hygiene test methods National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to monitor food hygiene standards using rapid test methods, in a food or animal feed business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring food hygiene standards using rapid test methods in operations or animal feed production. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare equipment for rapid food hygiene testing
<b>Assessment criteria</b>
The learner can: 1.1 outline the health and safety requirements for testing, including personal protective equipment required 1.2 describe how to prepare testing equipment 1.3 outline the features and limitations of testing equipment 1.4 explain how to calibrate equipment 1.5 explain the importance of ensuring the serviceability, safety and fitness for purpose of equipment 1.6 describe the importance of reporting defective equipment 1.7 identify suitable testing areas and the procedures for preparation and testing.

<b>Learning outcome</b>
The learner will: 2 Know how to conduct rapid food hygiene tests
<b>Assessment criteria</b>
The learner can: 2.1 describe why standard operating procedures are important to quality control 2.2 outline the correct procedures and methods of testing 2.3 explain the methods of safe storage and sample preparation 2.4 describe the safe disposal methods of testing materials 2.5 explain how to assess hygiene standards against company specifications.

<b>Learning outcome</b>
The learner will: 3 Know about the recording and reporting procedures for tests
<b>Assessment criteria</b>
The learner can: 3.1 explain how to calculate test results and how to avoid and detect false positive results 3.2 outline how to access and interpret quality standards and determine acceptable levels of tolerance 3.3 describe why it is important to keep records of assessment and findings 3.4 describe the reporting procedures and how to make recommendations for corrective action in the event of product non-compliance.

## Unit 135

## Control weighing in food manufacture

<b>UAN:</b>	<b>T/602/1702</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.206S Control weighing in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control weighing in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling weighing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to weigh food products following company procedures
<b>Assessment criteria</b>
The learner can: 1.1 assemble equipment and materials for weighing 1.2 make sure there is a free flow of product for weighing and deal with any problems if not 1.3 set up weighing equipment 1.4 check that space is available to receive weighed products and deal with any problems if not.

<b>Learning outcome</b>
The learner will: 2 Carry out weighing operations following company procedures
<b>Assessment criteria</b>
The learner can: 2.1 monitor the flow of product for weighing and deal with any problems 2.2 carry out the weighing operation 2.3 deal with any variations to company specifications during weighing 2.4 monitor the output of product to the correct place and deal with any build-up 2.5 identify and dispose of waste and product not meeting customer specifications to the correct place.



## Unit 136

## Control temperature reduction in food manufacture

<b>UAN:</b>	<b>Y/601/4631</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.210S Control temperature reduction in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control temperature reduction, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling temperature reduction in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for temperature reduction according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications 1.2 set up equipment 1.3 make sure that material for temperature reduction is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take appropriate action in response to operating problems 1.7 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out temperature reduction according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication.

<b>Learning outcome</b>
The learner will: 3 Finish temperature reduction according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.

## Unit 137

## Control wrapping in food manufacture

<b>UAN:</b>	<b>D/601/4632</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the PO.2175 Control wrapping and labelling in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control wrapping in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling wrapping in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for wrapping according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of products for wrapping 1.2 set up machinery 1.3 start up machinery and check that it is working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out wrapping according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 control the infeed of products for flow wrapping 2.2 control the progress of products during wrapping 2.3 control the output of wrapped products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the remit of own authority 2.6 control transfer of wrapped products to the next processing stage.

<b>Learning outcome</b>
The learner will: 3 Finish wrapping according to specified procedures
<b>Assessment criteria</b>
The learner can: 3.1 shut down the machinery 3.2 remove and dispose of waste and by-products 3.3 check and ensure that machinery is ready for further use 3.4 communicate with others 3.5 complete all records and reports.

## Unit 138

## Control slicing in food manufacture

<b>UAN:</b>	<b>R/601/4613</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the PO.2215 Control slicing and bagging in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control slicing in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling slicing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for slicing according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of products for slicing 1.2 set up slicing machinery 1.3 start up slicers and check that they are working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out slicing according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 control the infeed of products for slicing 2.2 control the progress of products during slicing 2.3 control the output of sliced products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the limits of own authority 2.6 control the transfer of sliced products to the next processing stage.

<b>Learning outcome</b>
The learner will: 3 Finish slicing according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 shut down slicers 3.2 remove and dispose of waste and product remains 3.3 check and ensure that slicers are ready for further use 3.4 communicate with others 3.5 complete all records and reports.

## Unit 139

## Understand how to control processes in food manufacture

<b>UAN:</b>	<b>Y/601/4614</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the PO.222K Understand how to control processes in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control processes, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling processes in food manufacture It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about the requirements for controlling processes
<b>Assessment criteria</b>
The learner can: 1.1 state the purpose and importance of the process 1.2 describe how to obtain the necessary resources for the process 1.3 state what recording, reporting and communication is needed during processing 1.4 outline the importance of communication during process control 1.5 describe how to follow work instructions and why it is important to do so 1.6 state the limits of your own authority and competence and the importance of working within them 1.7 outline when and how to seek help.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare control processes
<b>Assessment criteria</b>
The learner can: 2.1 state types and quantity of materials to use 2.2 state what equipment and tools to use and their correct condition 2.3 outline how to obtain and interpret the relevant process or ingredient specification 2.4 describe what action to take when the process specification is not met 2.5 describe how to carry out the necessary pre-start checks and why it is important to do so 2.6 describe how to follow the start-up procedures for the process and why it is important to do so.

<b>Learning outcome</b>
The learner will: 3 Know how to carry out process control procedures
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of following the relevant process control procedures and the importance of this 3.2 outline different ways to carry out the process 3.3 describe how to operate, regulate and shut down the relevant equipment 3.4 describe how to carry out the process in an efficient manner and why it is important to do so 3.5 list the common sources of contamination during processing and how to avoid these and describe what might happen if this is not done 3.6 outline the consequences of contamination in processing.



<b>Learning outcome</b>
The learner will: 4 Know how to complete process control procedures
<b>Assessment criteria</b>
The learner can: 4.1 describe how to deal with items that can be recycled or re-worked 4.2 describe how to dispose of waste and why it is important to do so 4.3 state how to make equipment ready for future use.

## Unit 140

## Control defrosting in food manufacture

<b>UAN:</b>	<b>J/602/1705</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.2305 Control defrosting in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control defrosting in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling defrosting in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for the defrosting process
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret defrosting specifications 1.2 prepare defrosting facilities to receive product 1.3 obtain frozen product according to the requirements of the defrosting specification 1.4 take action in response to operating problems 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Control the defrosting process
<b>Assessment criteria</b>
The learner can: 2.1 establish product in defrosting facility 2.2 establish, monitor and maintain defrosting process according to defrosting specification 2.3 handle and store product in a manner which maintains quality and condition 2.4 maintain the condition of the work area throughout the process 2.5 remove defrosted product from the defrosting facility and transfer to the next stage in the process 2.6 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Complete the defrosting process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 make equipment and work area ready for future use after the completion of the process 3.3 complete all records and reports.

## Unit 141

## Understand how to control defrosting in food manufacture

<b>UAN:</b>	<b>D/601/4663</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the PO.231K Understand how to control defrosting in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control defrosting, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling defrosting in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare for the defrosting process
<b>Assessment criteria</b>
The learner can: 1.1 describe the methods used to defrost 1.2 describe the facilities, services and process requirements of defrosting operations 1.3 describe how to obtain and interpret the defrosting specifications 1.4 describe how to prepare defrosting facilities for operation 1.5 explain how labelling and traceability are relevant to defrosting and why they are important 1.6 state the limits of their own authority and competence and why it is important to work within those limits.

<b>Learning outcome</b>
The learner will: 2 Know how to maintain high standards of quality during the defrosting process
<b>Assessment criteria</b>
The learner can: 2.1 explain how to monitor the defrosting process and why it is important 2.2 describe how defrosted product should be handled to maintain condition and quality 2.3 state the action to take when the process specification is not met 2.4 describe how to assess the quality of frozen and defrosted products 2.5 state the causes of poor-quality frozen products 2.6 outline the common quality problems and their likely causes.

<b>Learning outcome</b>
The learner will: 3 Know how to complete the defrosting process
<b>Assessment criteria</b>
The learner can: 3.1 explain the action to take when the process specification is not met 3.2 describe how to dispose of waste according to specified procedures and why it is important to do so 3.3 state how to carry out types of recording, reporting and communication needed 3.4 describe the importance of reporting, recording and communications to specified procedures.

## Unit 142

## Slice and bag individual food products

<b>UAN:</b>	<b>T/601/4653</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.226S Slice and bag individual food products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.</p> <p>The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace when slicing and bagging individual food products. It needs to be assessed on the job.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Slice individual products
<b>Assessment criteria</b>
The learner can: 1.1 check the available products against instructions and specifications and take action on discovering any discrepancy 1.2 select slicing equipment 1.3 check the operating condition of slicing equipment 1.4 load the slicing equipment according to specified procedures, ensuring safety devices are activated 1.5 slice products to specification 1.6 position the products for further processing.

<b>Learning outcome</b>
The learner will: 2 Bag individual products
<b>Assessment criteria</b>
The learner can: 2.1 check the available sliced products against instructions and specifications, taking action on discovering any discrepancy 2.2 select the specified bags and closures for use 2.3 check bagging and closure equipment for cleanliness and operation 2.4 bag sliced products to specification 2.5 close bagged products to specification 2.6 place bagged products in the required condition and location, for further processing.

## Unit 143

## Understand how to slice and bag individual food products

<b>UAN:</b>	<b>R/601/4658</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.227K Understand how to slice and bag individual food products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.</p> <p>The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when slicing and bagging individual food products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to slice individual food products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline the requirements of the weighing regulations</li> <li>1.2 outline the importance of slicing and bagging to maintain weight and comply with the weighing regulations</li> <li>1.3 describe how to recognise and report sliced food products that do not meet specification</li> <li>1.4 outline the procedure for rejecting and isolating non-compliant sliced food products</li> <li>1.5 describe how the width between the blades of the slicing machine provides different thickness of slices</li> <li>1.6 describe how to recognise and report poor slicing machine performance caused by blunt slicing blades.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to bag individual food products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe the food product bagging materials and their basic properties in maintaining product quality and shelf-life</li> <li>2.2 describe how to check colour codes or arrangements for applying the specified closures</li> <li>2.3 describe how to check the labels on bags to ensure compliance with the product specification</li> <li>2.4 describe the common sources of food product contamination during slicing and bagging</li> <li>2.5 outline how to avoid contamination during slicing and bagging food products and the importance of doing this.</li> </ul>

## Unit 144

## Control washing and drying machinery in food operations

<b>UAN:</b>	<b>M/601/4666</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the SO.1075 Control washing and drying machinery in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control washing and drying machinery in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling washing and drying machinery in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare machinery for washing and drying according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of items for washing and drying against specifications 1.2 set up washing and drying machinery 1.3 start up washing and drying machinery and check that it is working 1.4 deal with problems to maintain schedules 1.5 maintain communication with others throughout the washing and drying process.

<b>Learning outcome</b>
The learner will: 2 Operate washing and drying machinery according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 2.1 control the infeed of items for washing 2.2 control the progress of items during washing and drying 2.3 control the output of washed and dried products 2.4 deal with substandard or damaged items 2.5 control transfer of washed and dried items for further use 2.6 use personal protective equipment during washing and drying.

<b>Learning outcome</b>
The learner will: 3 Shut down washing and drying machinery
<b>Assessment criteria</b>
The learner can: 3.1 shut down the washers and dryers 3.2 remove and dispose of debris to specified procedures 3.3 check and ensure that washers and dryers are ready for further use 3.4 complete all records and reports.

## Unit 145

## Understand how to control washing and drying machinery in food operations

<b>UAN:</b>	<b>T/601/4670</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.108K Understand how to control washing and drying machinery in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control washing and drying machinery, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling washing and drying machinery in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
1 Know about controlling washing and drying machinery according to specifications and procedures
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline how to follow procedures for setting up, starting up, controlling and shutting down washing and drying machinery</li> <li>1.2 describe where to access procedures and why it is important to follow them</li> <li>1.3 outline the importance of recognising the correct settings for the types of items to be washed and dried</li> <li>1.4 explain the importance of checking that items have been washed and dried</li> <li>1.5 describe the limits of own authority and why it is important to work within them</li> <li>1.6 state the procedures for communicating, reporting and recording and the importance of following them.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2 Know how to deal with problems during the washing and drying process</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain how to recognise and deal with items that do not meet specification by isolating and reporting for maintenance or replacement</li> <li>2.2 outline the importance of working within procedures</li> <li>2.3 describe common sources of item damage during washing and drying</li> <li>2.4 describe how to avoid damaging items and what might happen if this is not done.</li> </ul>

## Unit 146

## Contribute to problem diagnosis in food manufacture

<b>UAN:</b>	<b>Y/601/2944</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.125S Contribute to problem diagnosis in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to problem diagnosis in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to problem diagnosis in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1   Contribute to identifying problems
<b>Assessment criteria</b>
The learner can: 1.1   identify variations to normal operating conditions 1.2   contribute to the assessment of the impact of these problems 1.3   take the appropriate action to make sure you and your colleagues remain safe.

<b>Learning outcome</b>
The learner will: 2   Contribute to problem diagnosis
<b>Assessment criteria</b>
The learner can: 2.1   contribute to determining the nature, cause and the effect of the problems 2.2   contribute to investigating the problems in a safe and cost-effective manner, with minimum delay or wastage.

<b>Learning outcome</b>
The learner will: 3   Contribute to reporting problems
<b>Assessment criteria</b>
The learner can: 3.1   communicate problems to the appropriate person 3.2   complete and process all records of problems.

## Unit 147

## Understand how to contribute to problem diagnosis in food manufacture

<b>UAN:</b>	<b>D/601/2945</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.126K Understand how to contribute to problem diagnosis in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to problem diagnosis in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem diagnosis in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know how to contribute to identifying problems in your area of work
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of contributing to problem solving is important 1.2 detail how to recognise differences from specification 1.3 outline the relevant operating procedures 1.4 detail operating problems and their possible effect on other operations 1.5 state how to help investigate problems in a safe and cost-effective manner and why it is important to do so 1.6 state how to assist the team or individual define and verify the root cause of a problem.

<b>Learning outcome</b>
The learner will: 2 Know how to contribute to analysing and reporting problems within your work area
<b>Assessment criteria</b>
The learner can: 2.1 state how to use any relevant tools and test equipment 2.2 detail different methods can be used to gather evidence about problems 2.3 outline how to help analyse problems to determine their nature, cause and effects 2.4 detail lines and methods of effective communication and why it is important to use them 2.5 state documentation requirements and why it is important to meet them.

## Unit 148

## Contribute to problem resolution in food manufacture

<b>UAN:</b>	<b>H/601/2946</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the PO.1275 Contribute to problem resolution in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to problem resolution in a food business.</p> <p>The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to problem resolution in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1   Contribute to identifying the causes of problems
<b>Assessment criteria</b>
The learner can: 1.1   check and follow legal or regulatory requirements, hygiene, health and safety and environmental standards 1.2   check the available information and clarify or seek further information.

<b>Learning outcome</b>
The learner will: 2   Contribute to implementing solutions to problems
<b>Assessment criteria</b>
The learner can: 2.1   contribute to selecting solutions which are effective in relation to operational requirements 2.2   help to ensure that the corrective actions determined meet with organisational requirements 2.3   contribute to putting into action the chosen solution to restore operating conditions safely and effectively 2.4   monitor operations to ensure that correct operating conditions are met and maintained 2.5   communicate the results of own actions to the appropriate person.

<b>Learning outcome</b>
The learner will: 3   Contribute to reporting on action to be taken to resolve problems
<b>Assessment criteria</b>
The learner can: 3.1   contribute to the identification of needs for further work and report this to the relevant person in sufficient detail for action to be taken 3.2   make suggestions for avoiding the problem happening again and ways to improve operations to managers and colleagues 3.3   complete all records accurately and clearly, and process it promptly.

## Unit 149

## Understand how to contribute to problem resolution in food manufacture

<b>UAN:</b>	<b>K/601/2947</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the PO.128K Understand how to contribute to problem resolution in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to problem resolution in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem resolution in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to contribute to problems in your area of work and how to communicate to colleagues
<b>Assessment criteria</b>
The learner can: 1.1 state operating problems and their possible effect on other operations 1.2 detail the operating procedures 1.3 state why it is important to record and communicate problems 1.4 detail the lines and methods of effective communication and why it is important to use them.

<b>Learning outcome</b>
The learner will: 2 Know how to contribute to identifying resolutions to problems
<b>Assessment criteria</b>
The learner can: 2.1 outline factors to take into consideration when contributing to selecting solutions 2.2 state how to help: a. recognise both temporary and permanent solutions, deciding which should be used b. assess the impact of solutions on other operations c. analyse problems in a systematic way d. overcome problems and restore operations in an effective way 2.3 state how to monitor product integrity when overcoming problems and how they have been overcome 2.4 state how to evaluate the effectiveness of the solutions implemented.

## Unit 150

## Carry out product changeovers in food manufacture

<b>UAN:</b>	<b>H/601/8309</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the PO.1135 Carry out product changeovers in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out product changeovers in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out product changeovers in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for changeovers in a way that minimises down-time and waste
<b>Assessment criteria</b>
The learner can: 1.1 obtain the information and any required authorisation before changeover begins 1.2 alert those who need to be involved, maintaining communication throughout the changeover process 1.3 assemble required resources in the appropriate place and make sure they meet specifications 1.4 remove resources from the previous run which are not needed 1.5 ensure plant surfaces that are in contact with ingredients and product are clean.

<b>Learning outcome</b>
The learner will: 2 Carry out changeovers
<b>Assessment criteria</b>
The learner can: 2.1 adjust plant and equipment to conform to specification without affecting any other part of the plant 2.2 maintain communication where required.

<b>Learning outcome</b>
The learner will: 3 Be able to complete changeovers
<b>Assessment criteria</b>
The learner can: 3.1 complete the changeover within the specified time 3.2 inform those who need to know that changeover is complete 3.3 take appropriate action when change parts are removed 3.4 report the condition of worn or damaged parts to the relevant person 3.5 ensure that, following changeover, output matches specification and is produced at the required rate 3.6 complete all records.

## Unit 151

## Understand how to carry out product changeovers in food manufacture

<b>UAN:</b>	<b>Y/601/8310</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the PO.114K Understand how to carry out product changeovers in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out product changeovers, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out product changeovers in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know about the requirements for carrying out product changeovers
<b>Assessment criteria</b>
The learner can: 1.1 state why the changeover is taking place 1.2 state the time allowed for changeovers 1.3 state the limits of own authority, and the importance of working within them 1.4 outline the procedures for authorisation to work, isolation of equipment and services and what may happen if they are not followed 1.5 describe how to communicate and record information to meet specifications and the importance of doing so 1.6 state how to obtain and interpret specifications 1.7 describe what may happen if specification are not interpreted correctly.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out product changeovers
<b>Assessment criteria</b>
The learner can: 2.1 state the functions and use of machine parts, tools and safety equipment needed for changeovers 2.2 state the key materials and resources are required and how to check their suitability for use 2.3 state the effect critical control settings have on quality and production volumes 2.4 state why it is important to notify the relevant person that a changeover has been completed and what may happen if this is not done 2.5 state the importance of keeping accurate and prompt records.

<b>Learning outcome</b>
The learner will: 3 Know how to deal with problems during changeovers
<b>Assessment criteria</b>
The learner can: 3.1 outline difficulties and problems that might arise during changeovers and the action to be taken in each case 3.2 explain why cleaning is important and what may happen if this is not done when required 3.3 outline the appropriate action to take when change parts are removed and describe what may happen if this is not done 3.4 describe how to recognise wear and tear on change parts.

## Unit 152

## Palletise and wrap products in food operations

<b>UAN:</b>	<b>D/502/7449</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to the SD.316S Palletise and wrap products in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who palletise and wrap products in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, palletising and wrapping products in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Carry out checks before palletising and wrapping products
<b>Assessment criteria</b>
The learner can: 1.1 confirm palletising and wrapping instructions 1.2 check that palletising and wrapping materials and products are available 1.3 check that palletising and wrapping equipment is available and fit for use 1.4 follow the organisation's procedures to inform the appropriate people if additional equipment or services are not available for palletising and wrapping 1.5 identify the cases and packs to be palletised and wrapped.

<b>Learning outcome</b>
The learner will: 2 Carry out palletising and wrapping
<b>Assessment criteria</b>
The learner can: 2.1 start up palletising and wrapping equipment in sequence 2.2 build pallet loads that are within specification 2.3 follow the organisation's procedures to deal with pallet loads that are outside of specification.

<b>Learning outcome</b>
The learner will: 3 Finish palletising and wrapping
<b>Assessment criteria</b>
The learner can: 3.1 achieve the required output to specification when palletising and wrapping products 3.2 check the amount of palletising and wrapping materials consumed during the run 3.3 return surplus materials when the run is finished 3.4 shut down equipment used when the run is complete 3.5 follow the organisations procedures to deal with waste or scrap materials 3.6 check that equipment used is made ready for the next production run 3.7 complete all records relating to palletising and wrapping products 3.8 make packs and pallets ready for movement to the next location when the run is complete.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Ensure that the process of palletising and wrapping products in food operations works effectively</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 replenish packing material when necessary when palletising and wrapping products</p> <p>4.2 maintain required output rates when palletising and wrapping products</p> <p>4.3 ensure that there is economical use of:</p> <ul style="list-style-type: none"> <li>a. materials</li> <li>b. equipment</li> <li>c. services</li> </ul> <p>when palletising and wrapping products.</p>

## Unit 153

## Understand how to palletise and wrap products in food operations

<b>UAN:</b>	<b>R/502/7450</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.317K Understand how to palletise and wrap products in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to palletise and wrap products in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when palletising and wrapping products in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to carry out checks before palletising and wrapping products
<b>Assessment criteria</b>
The learner can: 1.1 list industry regulation relevant to palletising and wrapping products 1.2 describe how to obtain information about palleting and the materials used. 1.3 describe how to check the condition of tools and equipment 1.4 state the limits of own authority.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out palletising and wrapping
<b>Assessment criteria</b>
The learner can: 2.1 describe the organisation's procedures for action to take to report faults in product, materials and equipment. 2.2 list the services required for palletising and wrapping products 2.3 describe handling requirements when carrying out palletising and wrapping of products 2.4 state how damage or deterioration to products can be avoided 2.5 describe the organisation's procedures for dealing with interruption to the supply of products, materials and services 2.6 explain the purpose of coding and labelling information.

<b>Learning outcome</b>
The learner will: 3 Know how to finish palletising and wrapping of products
<b>Assessment criteria</b>
The learner can: 3.1 state the necessity to prepare for the next production run 3.2 state the necessity to ensure that packed or wrapped products are ready for transfer to the next location 3.3 state the reason for keeping records. 3.4 describe how to communicate with the relevant people throughout the process.

## Unit 154

## Pack orders for despatch in food operations

<b>UAN:</b>	<b>R/601/4627</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.312S Pack orders for despatch in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who pack orders for despatch in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, packing orders for despatch in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Pack orders to specification for despatch in food operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 identify the correct order documentation for packing orders for despatch</li> <li>1.2 identify the correct equipment, location and materials for packing orders</li> <li>1.3 follow the organisation's procedures for packing orders and for storing and positioning packed goods before despatch</li> <li>1.4 report any damage to or problems with packing and storage equipment to the appropriate person</li> <li>1.5 check that movable items of equipment are immobilised when packing orders</li> <li>1.6 check that packed orders match quality and quantity specifications.</li> </ul>



## Unit 155

## Understand how to pack orders for despatch in food operations

<b>UAN:</b>	<b>Y/601/4628</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.313K Understand how to pack orders in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to pack orders for despatch in food operations, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when packing orders for despatch in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Know how to pack orders to specification for despatch in food operations</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 state the importance of avoiding contamination and damage when packing orders for despatch</li> <li>1.2 describe how to work when packing orders for despatch from verbal and written instructions and within the required timescales</li> <li>1.3 list types and uses of packing materials</li> <li>1.4 list the types and methods of packing orders to specified quality and quantity</li> <li>1.5 state the importance of reporting any defects in packing equipment immediately</li> <li>1.6 describe the importance of securing mobile equipment when packing orders for despatch.</li> </ol>

## Unit 156

## Store goods and materials in food operations

<b>UAN:</b>	<b>A/601/4623</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the SD.108S Store goods and materials in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who store goods and materials in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, store goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Select and handle goods and materials safely and hygienically
<b>Assessment criteria</b>
The learner can: 1.1 identify the stock to be put in the storage location 1.2 maintain the storage location hygienically and safely 1.3 meet customers' requirements for storage facilities 1.4 follow safe and hygienic working practices 1.5 use handling techniques to maintain stock condition.

<b>Learning outcome</b>
The learner will: 2 Store goods and materials in allocated locations
<b>Assessment criteria</b>
The learner can: 2.1 check product to ensure it meets customer or company specification 2.2 store stock in correct location and allocated space to ensure the best use of available space 2.3 ensure that stock can be accessed according to stock rotation procedures 2.4 report difficulties in placing goods and materials to the relevant person 2.5 carry out storage procedures within the specified time.

<b>Learning outcome</b>
The learner will: 3 Check and complete documentation
<b>Assessment criteria</b>
The learner can: 3.1 complete stock records and pass them on promptly 3.2 ensure documentation is complete.

## Unit 157

## Understand how to store and organise goods and materials in food operations

<b>UAN:</b>	<b>F/601/4624</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the SD.110K Understand how to store and organise goods and materials in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to store and organise goods and materials, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when storing and organising goods and materials in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know suitable storage locations for goods and materials
<b>Assessment criteria</b>
The learner can: 1.1 state types of goods and materials in storage 1.2 describe the storage requirements for the range and types of goods and materials available 1.3 describe characteristics of storage facilities and locations 1.4 state the importance of selecting suitable storage locations for specific goods and materials 1.5 describe the importance of storing items in the most suitable location and action to be taken if it is not suitable or unavailable 1.6 assess the suitability of storage locations in relation to the quantity, quality and shelf life of the goods and materials.

<b>Learning outcome</b>
The learner will: 2 Know how to deal with damage to goods, materials and equipment
<b>Assessment criteria</b>
The learner can: 2.1 Describe checks of goods and materials to ensure they comply with company specifications 2.2 List how to deal with types of equipment defects 2.3 Describe the types of handling and securing equipment 2.4 State the importance of reporting damaged goods and materials 2.5 Outline the costs associated with damaged goods and materials.

<b>Learning outcome</b>
The learner will: 3 Know the safety, security and environmental conditions for transport and storage of goods and materials
<b>Assessment criteria</b>
The learner can: 3.1 describe the importance of checking the storage transfer route for hazards 3.2 outline the different security, safety and environmental conditions 3.3 state regulations applicable to storage eg COSHH 3.4 describe handling methods that will prevent damage and contamination of goods and materials.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Know the organisational communication and documentation procedures</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe information contained on goods, materials and documentation that is relevant</p> <p>4.2 state the importance of complete and accurate documentation</p> <p>4.3 describe the communication structures and procedures within your company</p> <p>4.4 describe the importance of effective communication within the organisation.</p>

## Unit 158

## Lift and handle materials safely in food operations

<b>UAN:</b>	<b>T/601/8301</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the HS.104S Lift and handle materials safely in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who lift and handle materials safely in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, lifting and handling materials safely in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Follow lifting and handling instructions
<b>Assessment criteria</b>
The learner can: 1.1 wear personal protective equipment 1.2 follow organisations standards and instruction on health and safety, food safety and environmental safety 1.3 assess risks to yourself, others and products before lifting and handling 1.4 use the specified lifting and handling techniques 1.5 seek assistance when required.

<b>Learning outcome</b>
The learner will: 2 Operate handling equipment
<b>Assessment criteria</b>
The learner can: 2.1 ensure that handling equipment is fit for use 2.2 return handling equipment to the specified place after use.

<b>Learning outcome</b>
The learner will: 3 Transport materials safely
<b>Assessment criteria</b>
The learner can: 3.1 ensure that materials are of the specified quantity and quality 3.2 use the specified transport routes for moving materials 3.3 avoid injury to yourself and others 3.4 complete all records.

## Unit 159

## Understand how to lift and handle materials safely in food operations

<b>UAN:</b>	<b>A/601/8302</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the HS.105K Understand lifting and handling materials safely in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to lift and handle materials safely in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when lifting and handling materials safely in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know the health and safety standards for lifting, moving and handling materials
<b>Assessment criteria</b>
The learner can: 1.1 state the health safety and food safety standards for moving and handling materials 1.2 state the importance of following relevant health safety and food safety standards 1.3 state the importance of wearing the appropriate personal protective equipment 1.4 state the importance of using the specified manual handling techniques 1.5 state safe lifting limits for yourself and any equipment that you use 1.6 outline the safety checks to be carried out on lifting equipment 1.7 state the importance of carrying out safety checks on lifting equipment.

<b>Learning outcome</b>
The learner will: 2 Knows how to move and handle materials
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of checking that the load is suitable to be moved 2.2 state the importance of using the right handling equipment for the task 2.3 state the importance of using specified transport routes 2.4 outline the hazards to yourself and others when moving and handling materials 2.5 state the action to be taken if materials or handling equipment are defective 2.6 state rules and procedures that apply to the different work areas that affect you when moving and handling materials.

<b>Learning outcome</b>
The learner will: 3 Know the limits of ones authority and communication methods
<b>Assessment criteria</b>
The learner can: 3.1 state the limits of own authority and competence 3.2 state why it is important to work within limits of own authority 3.3 state how to determine handling and moving requirements for: a. assistance b. equipment 3.4 describe methods of recording information 3.5 state why it is important to communicate information and methods used to do so.

## Unit 160

## Supply materials for production in food operations

<b>UAN:</b>	<b>J/601/4625</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the SD.2015 Supply materials for production in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who supply materials for production in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, supplying materials for production in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Match production needs with availability of supplies
<b>Assessment criteria</b>
The learner can: 1.1 identify the service and supply needs of the production area and work stations 1.2 select and check the supplies to meet the demands of production 1.3 report discrepancies in the supplies to the relevant person.

<b>Learning outcome</b>
The learner will: 2 Maintain supply of materials to production area and work stations
<b>Assessment criteria</b>
The learner can: 2.1 store specified levels of supplies to meet production demands 2.2 maintain the specified levels of supplies to meet production demands 2.3 transfer the required quantities of supplies to the production areas and work stations 2.4 follow safe and hygienic working practices.

## Unit 161

## Understand how to supply materials for production in food operations

<b>UAN:</b>	<b>L/601/4626</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the SD.202K Understand how to supply materials for production in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to supply materials for production, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when supplying materials for production in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to determine sufficiency of supplies of food and drink materials to meet production requirements
<b>Assessment criteria</b>
The learner can: 1.1 state how to identify the service and supply needs of the production area and work stations 1.2 state the importance of identifying service and supply requirements 1.3 describe the specific levels of supplies to be maintained at the production area and work stations.

<b>Learning outcome</b>
The learner will: 2 Knows how to maintain supplies to ensure smooth running in production
<b>Assessment criteria</b>
The learner can: 2.1 state the operational requirements for supplies and how short supplies of materials affect production runs 2.2 describe the types and quantities of materials used in the production process 2.3 state the importance of allocating specific areas for supplies to the production area and work stations 2.4 describe why allocated supply areas should be utilised 2.5 describe how to store supplies 2.6 state the importance of reporting discrepancies in supplies.

## Unit 162

## Control hygiene cleaning in food operations

<b>UAN:</b>	<b>J/601/8299</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to the SO.1135 Control hygiene cleaning in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control hygiene cleaning in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling hygiene cleaning in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Prepare for cleaning according to company procedures and specifications
<b>Assessment criteria</b>
The learner can: 1.1 establish cleaning requirements 1.2 select cleaning equipment 1.3 make sure the working area is in a safe state by: a. checking and preparing all equipment and machinery before starting cleaning b. isolating equipment and machinery where required 1.4 protect or clear the area of raw materials or product 1.5 take actions within the limits of own authority throughout the preparation process 1.6 maintain communication throughout the preparation process.

  

<b>Learning outcome</b>
The learner will: 2 Carry out cleaning according to company procedures and specifications
<b>Assessment criteria</b>
The learner can: 2.1 check personal protective equipment (PPE), cleaning solutions, materials and equipment comply with specification 2.2 ensure that the cleaning is carried out without causing damage to plant and equipment 2.3 comply with precautions to prevent the spread of contamination to other areas 2.4 ensure that the cleaning is completed within the specified time 2.5 report and take action to deal with any problems which arise during the cleaning.

  

<b>Learning outcome</b>
The learner will: 3 Complete cleaning according to company procedures and specifications
<b>Assessment criteria</b>
The learner can: 3.1 make sure the area is cleaned to agreed specifications 3.2 re-instate plant, equipment and work areas and leave them fit for future use 3.3 ensure cleaning materials and equipment and personal protective equipment (PPE), are returned to the right storage place in the specified condition 3.4 identify, report and take action to deal with signs of contamination, damage or environmental issues 3.5 dispose of waste or debris 3.6 complete the required records and reports.

## Unit 163

## Carry out disinfection in food operations

<b>UAN:</b>	<b>K/601/5184</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the SO.105S Carry out disinfection in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out disinfection in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out disinfection in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for disinfection
<b>Assessment criteria</b>
The learner can: 1.1 identify the area to be disinfected and confirm that it is in a state for disinfection to be effective 1.2 assemble the materials and equipment to carry out disinfection 1.3 prepare the disinfection materials following manufacturer's specifications 1.4 check specifications to determine distribution and dosage levels.

<b>Learning outcome</b>
The learner will: 2 Carry out disinfection procedures
<b>Assessment criteria</b>
The learner can: 2.1 distribute disinfectant at the levels set by technical specifications, and ensure all of the area is disinfected 2.2 replace all equipment and materials safely and securely in the specified place 2.3 maintain disinfection facilities and equipment in a condition suitable for use.

## Unit 164

## Understand how to carry out disinfection in food operations

<b>UAN:</b>	<b>T/601/5186</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the SO.106K Understand how to carry out disinfection in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out disinfection, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out disinfection in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about the requirements for disinfection
<b>Assessment criteria</b>
The learner can: 1.1 explain the meaning of disinfection 1.2 describe the difference between disinfectants and detergents 1.3 list the key materials and equipment required to carry out disinfection 1.4 state the importance of preparing disinfection solutions according to manufacturer's specifications 1.5 describe conditions that make disinfection ineffective.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out disinfection
<b>Assessment criteria</b>
The learner can: 2.1 describe procedures for preparing an area before disinfection 2.2 outline why it is important to confirm correct distribution and dosage levels of disinfectants 2.3 describe methods of distributing disinfectants 2.4 explain the importance of distributing disinfectant evenly to cover the area.

<b>Learning outcome</b>
The learner will: 3 Know how to complete disinfection
<b>Assessment criteria</b>
The learner can: 3.1 state why it is important to replace all equipment and materials safely and securely in the specified place 3.2 describe how to handle, store and use disinfectants 3.3 describe how to maintain disinfection facilities and equipment and why this is important 3.4 state the types of records required for usage of disinfectants.

## Unit 165

## Understand how to control hygiene cleaning in food operations

<b>UAN:</b>	<b>M/601/8300</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to the SO.114K Understand how to control hygiene cleaning in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control hygiene cleaning, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling hygiene cleaning in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the requirements of hygiene cleaning in food operations
<b>Assessment criteria</b>
The learner can: 1.1 describe the types of unexpected situations that may occur when cleaning and how to deal with them 1.2 state when a permit to work is required and what might happen if it is not obtained before cleaning starts 1.3 outline the importance of following company standards for the sequence of cleaning 1.4 state the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done 1.5 outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for hygiene cleaning in food operations safely
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of organising and coordinating the cleaning process 2.2 state how to use cleaning instructions and the risks involved in not following them 2.3 outline the precautions to take to ensure that the product is not contaminated by cleaning materials and what to do if it is.

<b>Learning outcome</b>
The learner will: 3 Understand how to carry out hygiene cleaning in food operations safely
<b>Assessment criteria</b>
The learner can: 3.1 state how to check personal protective clothing (PPE) is fit for purpose and how to use it 3.2 outline what will happen if PPE is not used and what to do with equipment that is unfit for use 3.3 state how to use guards and warning notices and the possible consequences of not doing so 3.4 describe how to ensure the complete removal of cleaning materials and what may happen if this is not done 3.5 state the actions to take if the cleaning cannot be completed within specified times.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Understand how to complete hygiene cleaning in food operations safely</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 state reasons for sampling and what may happen if it is not carried out according to specified procedures</p> <p>4.2 outline the specified waste disposal procedures and what may happen if they are not followed</p> <p>4.3 outline the special precautions that need to be taken regarding potentially hazardous waste and what to do if something goes wrong</p> <p>4.4 describe the importance of identifying, reporting and handling any signs of:</p> <ol style="list-style-type: none"> <li>contamination</li> <li>damage</li> <li>environmental concerns</li> </ol> <p>4.5 state the importance of keeping records and what might happen if this is not done</p> <p>4.6 state the importance of communicating and what may happen if this is not done.</p>



## Unit 166

## Sharpen cutting tools for use in food operations

<b>UAN:</b>	<b>T/602/0632</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the SO.111S Sharpen cutting tools for use in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who sharpen cutting tools for use in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, sharpening cutting tools for use in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Sharpen cutting tools
<b>Assessment criteria</b>
The learner can: 1.1 identify when a cutting edge needs to sharpened and choose the appropriate method to sharpen it 1.2 assemble the materials necessary to carry out sharpening 1.3 sharpen the tool safely 1.4 check that the cutting edge is at required sharpness 1.5 clean the blade and cutting edge after sharpening to avoid residual contamination and risk to food safety.

<b>Learning outcome</b>
The learner will: 2 Maintain the edge of cutting tools
<b>Assessment criteria</b>
The learner can: 2.1 check regularly that the cutting edge is sharp enough for the task 2.2 identify when the edge of the cutting tool needs further sharpening 2.3 sharpen the cutting edge to make it suitable for the task 2.4 make sure the blade and cutting edge present no risk of contamination to the product.

## Unit 167

## Understand how to sharpen cutting tools for use in food operations

<b>UAN:</b>	<b>F/602/0634</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.112K Understand how to sharpen cutting tools for use in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to sharpen cutting tools for use, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sharpening cutting tools for use in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about the importance of maintaining sharp edges on cutting tools
<b>Assessment criteria</b>
The learner can: 1.1 describe the importance of maintaining sharp edges on cutting tools 1.2 describe the problems caused by using blunt-edged cutting tools 1.3 describe what causes blunting and damage to cutting edges 1.4 state the company procedures for dealing with worn, damaged or broken cutting tools 1.5 state the key principles of health and safety legislation relating to sharpening and handling of cutting tools.

<b>Learning outcome</b>
The learner will: 2 Know how to sharpen cutting tools
<b>Assessment criteria</b>
The learner can: 2.1 describe methods of sharpening cutting tools, including automated sharpening methods 2.2 describe the materials used in the sharpening of cutting tools 2.3 describe the methods for checking that the required sharpness of cutting edges has been achieved and why that is important.

<b>Learning outcome</b>
The learner will: 3 Know how to maintain sharp edges on cutting tools
<b>Assessment criteria</b>
The learner can: 3.1 describe how to check that cutting edges are sharp and effective 3.2 describe how to identify blunt cutting edges on cutting tools 3.3 outline how to identify when cutting edges need corrective maintenance 3.4 describe methods of carrying out corrective maintenance on cutting edges 3.5 outline how to clean blades and cutting edges to make sure products are not contaminated and why that is important.

## Unit 168

## Contribute to the maintenance of plant and equipment in food operations

<b>UAN:</b>	<b>T/601/2921</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the EM.107S Contribute to the maintenance of plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to the maintenance of plant and equipment in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to the maintenance of plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for the maintenance of plant and equipment
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 access and interpret information and instructions</li> <li>1.2 evaluate the impact of instructions on operations</li> <li>1.3 ensure resources required are available and fit for use</li> <li>1.4 prepare the work area in a manner which promotes effective and safe work practices</li> <li>1.5 prioritise own work activities to achieve optimum productivity within the limits of own contribution</li> <li>1.6 ensure that maintenance activities are correctly authorised</li> <li>1.7 establish effective spoken and written communication with managers and colleagues</li> <li>1.8 complete and process the necessary documentation.</li> </ul>

<b>Learning outcome</b>
2 Carry out maintenance of plant and equipment
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 monitor and adhere to food safety, health and safety environmental procedures</li> <li>2.2 ensure that maintenance activities are undertaken using correct tools, materials, equipment and techniques</li> <li>2.3 identify defects and discrepancies in components and take the necessary corrective action</li> <li>2.4 minimise the wastage of consumable items and other materials and dispose of non-reusable materials correctly</li> <li>2.5 evaluate maintenance activities for effectiveness</li> <li>2.6 make recommendations to relevant people about identified improvements</li> <li>2.7 ensure that work which cannot be completed within the agreed schedule is recorded and reported to the relevant people</li> <li>2.8 maintain effective spoken and written communication with your managers and colleagues</li> <li>2.9 complete and process documentation</li> <li>2.10 leave plant and equipment safe, tidy and fit for future use.</li> </ul>

## Unit 169

## Understand how to contribute to the maintenance of plant and equipment in food operations

<b>UAN:</b>	<b>A/601/2922</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the EM.108K Understand how to contribute to the maintenance of plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to contribute to the maintenance of plant and equipment, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the maintenance of plant and equipment in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about preparing for maintenance
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of working to the health and safety and food safety standards 1.2 describe the activities that can be carried out within own limits of authority 1.3 list the equipment required for maintenance 1.4 describe the importance of meeting maintenance documentation requirements 1.5 outline how to make the plant or equipment safe before maintenance 1.6 describe how to access types of information to aid maintenance.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out maintenance
<b>Assessment criteria</b>
The learner can: 2.1 outline how and when to carry out maintenance activities 2.2 describe how the tools and equipment selected are used to complete the tasks 2.3 describe how to communicate events and issues to relevant people 2.4 state the procedure for carrying out the maintenance event hygienically 2.5 describe how available information is used to aid the maintenance 2.6 state how to record an event in the maintenance log.

<b>Learning outcome</b>
The learner will: 3 Know how to deal with maintenance issues and problems
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of maintenance and implications for not carrying it out 3.2 explain why materials, tools and equipment must be fit for purpose, and how to deal with any defects 3.3 describe what to do if there are unexpected problems during maintenance 3.4 describe the effects different of types maintenance have on the operations 3.5 explain how planned maintenance can reduce downtime.



<b>Learning outcome</b>
The learner will: 4 Know how to complete maintenance procedures
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of minimising waste 4.2 outline how to dispose of waste safely and effectively 4.3 explain the importance of leaving plant and equipment safe, clean and tidy for future use 4.4 explain how to check the effectiveness of maintenance activities.

## Unit 170

## Organise and improve work activities for achieving excellence in food operations

<b>UAN:</b>	<b>Y/601/2927</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the QI.201S Organise and improve work activities for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who organise and improve work activities in a food business.</p> <p>The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, organising and improving work activities for achieving excellence. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Organise your own work activities
<b>Assessment criteria</b>
The learner can: 1.1 check understanding of own work objectives 1.2 plan the actions needed in order to meet own work objectives 1.3 prioritise own work activities 1.4 check that the resources required are available and suitable for use taking action if there is a problem 1.5 organise own workplace to ensure efficient work activity.

<b>Learning outcome</b>
The learner will: 2 Work effectively
<b>Assessment criteria</b>
The learner can: 2.1 work efficiently and safely according to standard operating procedures and visual controls 2.2 use shared resources efficiently and ensure that they are left in a fit state for others to use 2.3 identify where information, resources or equipment is missing or is in surplus, and where improvements to work activities can be made 2.4 work effectively to support the implementation of improvements 2.5 effectively maintain workplace organisation 2.6 maintain accurate, complete and up to date records.

<b>Learning outcome</b>
The learner will: 3 Communicate with others
<b>Assessment criteria</b>
The learner can: 3.1 keep your colleagues up to date and accurately informed on progress of work 3.2 make suggestions on ways to improve own work activities 3.3 support the maintenance of accurate visual controls 3.4 inform the appropriate person as soon as possible about any difficulties which may prevent or delay from completing own work objectives.

## Unit 171

## Understand how to organise and improve work activities for achieving excellence in food operations

<b>UAN:</b>	<b>D/601/2928</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the QI.202K Understand how to apply workplace organisation techniques for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to apply workplace organisation techniques for achieving excellence, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about organising own work activities in food operations
<b>Assessment criteria</b>
The learner can: 1.1 state own work objectives and how they fit with team objectives 1.2 describe why it is important to have a clear plan of what to do before starting work 1.3 outline how to read and interpret work instructions and standard operating procedures 1.4 describe how to plan, organise and prioritise own work activities.

<b>Learning outcome</b>
The learner will: 2 Know how to use organisational techniques in food operations
<b>Assessment criteria</b>
The learner can: 2.1 describe how to organise the workplace according to recognised techniques 2.2 state where useful information is stored in the workplace 2.3 outline why it is important to work efficiently and safely according to standard operating procedures 2.4 describe how to use visual controls.

<b>Learning outcome</b>
The learner will: 3 Know how to check the progress and identify opportunities for improvement in food operations
<b>Assessment criteria</b>
The learner can: 3.1 state how to check the progress of the application of organisation techniques 3.2 outline how opportunities for improvement can be identified 3.3 describe how improvements can impact on workplace performance 3.4 describe how to communicate effectively with others 3.5 outline why it is important to keep accurate, complete and up to date records.

## Unit 172

## Contribute to the application of improvement techniques for achieving excellence in food operations

<b>UAN:</b>	<b>K/601/2933</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the QI.210S Contribute to the application of improvement techniques for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to the application of improvement techniques in a food business.</p> <p>The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to applying improvement techniques for achieving excellence. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Identify opportunities for the application of improvement techniques
<b>Assessment criteria</b>
The learner can: 1.1 identify opportunities and make positive suggestions about improvement techniques 1.2 gather initial information to inform potential application improvements 1.3 assess information and check that own suggestions can be justified and are realistic 1.4 secure approval for own contribution to application.

<b>Learning outcome</b>
The learner will: 2 Apply improvement techniques
<b>Assessment criteria</b>
The learner can: 2.1 use improvement techniques within own work area 2.2 obtain all the information, documentation and resources required to use improvement techniques 2.3 identify any targets or key performance indicators which relate to the use of the improvement techniques 2.4 ensure that the use of improvement techniques are complementary to the requirements of the food safety management system 2.5 identify any deficiencies in documentation or resources required 2.6 make valid recommendations for changes to policy or procedures to support the application of improvement techniques 2.7 refer any issues outside the limit of own authority to a responsible person.

<b>Learning outcome</b>
The learner will: 3 Obtain and provide feedback on application of improvement techniques
<b>Assessment criteria</b>
The learner can: 3.1 seek feedback on the value of own contribution to the application 3.2 check progress towards the achievement of targets or performance indicators 3.3 provide feedback on own contribution to application to the relevant person.

## Unit 173

## Understand how to contribute to the application of improvement techniques for achieving excellence in food operations

<b>UAN:</b>	<b>M/601/2934</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the QI.211K Understand how to contribute to the application of improvement techniques for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to the application of improvement techniques for achieving excellence, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the application of improvement techniques for achieving excellence in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Know about the objectives and benefits of improvement techniques in food operations
<b>Assessment criteria</b>
The learner can: 1.1 outline the health, safety and food hygiene requirements of the area in which improvement techniques are being applied 1.2 state the purpose and objectives of the improvement techniques being applied 1.3 describe how improvement techniques can produce performance benefits and support or sustain food safety standards 1.4 state the company policy or protocol for applying improvement techniques.

<b>Learning outcome</b>
The learner will: 2 Know how to use information and communication for improvement techniques in food operations
<b>Assessment criteria</b>
The learner can: 2.1 outline what documentation is required to inform improvement techniques 2.2 outline the scope of information and data required to apply improvement techniques 2.3 describe the relationship between improvement techniques and standard operating procedures, quality and continuous improvement 2.4 state how improvement techniques and their application are communicated in own workplace.

<b>Learning outcome</b>
The learner will: 3 Know how to make recommendations and feedback improvement issues in food operations
<b>Assessment criteria</b>
The learner can: 3.1 state what the best method is for making recommendations 3.2 outline how to present recommendations to colleagues 3.3 state how best to give and receive feedback regarding own contribution to application of improvement techniques 3.4 describe the limits of own authority, and reporting arrangements in the event of problems that cannot be resolved.

## Unit 174

## Contribute to environmental safety in food operations

<b>UAN:</b>	<b>A/601/2919</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the HS.2015 Contribute to environmental safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to environmental safety in food manufacture, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to environmental safety in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1   Contribute to workplace environmental safety
<b>Assessment criteria</b>
The learner can: 1.1   maintain environmentally safe working practices 1.2   take precautions to minimise environmental damage 1.3   identify any incidental damage and take action to minimise it 1.4   report environmental incidents and actions taken in response of them to the relevant person 1.5   follow procedures to dispose of waste materials.

## Unit 175

## Understand how to contribute to environmental safety in food operations

<b>UAN:</b>	<b>M/601/2920</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the HS.202K Understand how to contribute to environmental safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to environmental safety, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to environmental safety in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to comply with requirements
<b>Assessment criteria</b>
The learner can: 1.1 describe the reporting procedures for environmental incidents 1.2 outline the organisational and legislative requirements relating to environmental damage.

<b>Learning outcome</b>
The learner will: 2 Know how to recognise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 describe the different types of environmental damage 2.2 outline the types of damage that may occur 2.3 explain the impact that damage can have on the environment, and what corrective actions can be taken.

<b>Learning outcome</b>
The learner will: 3 Know how to work in a way that reduces environmental damage
<b>Assessment criteria</b>
The learner can: 3.1 explain how to choose the most suitable materials and equipment, given the nature of the work activity, and its potential impact on the environment 3.2 describe the different methods that can be used to minimise environmental damage 3.3 describe how to dispose of waste in ways that minimise the risk to the environment.

## Unit 176

## Contribute to sustainable practice in food operations

<b>UAN:</b>	<b>L/601/2925</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	3
<b>Relationship to NOS:</b>	This unit is linked to the SF.119S Contribute to sustainable practice in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to sustainable practice in a food environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contribute to sustainable practice in a food environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1   Contribute to sustainability in a food environment
<b>Assessment criteria</b>
The learner can: 1.1   work according to the organisation's production specifications 1.2   assess own performance to identify possible efficiency improvements 1.3   report any opportunities to improve the efficiency of resource usage 1.4   report variations in resource usage and any actions taken in response 1.5   implement actions to improve the efficiency of resource usage 1.6   work to avoid and minimise waste.

## Unit 176

## Contribute to sustainable practice in food operations

<b>UAN:</b>	<b>L/601/2925</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	3
<b>Relationship to NOS:</b>	This unit is linked to the SF.119S Contribute to sustainable practice in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to sustainable practice in a food environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contribute to sustainable practice in a food environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1   Contribute to sustainability in a food environment
<b>Assessment criteria</b>
The learner can: 1.1   work according to the organisation's production specifications 1.2   assess own performance to identify possible efficiency improvements 1.3   report any opportunities to improve the efficiency of resource usage 1.4   report variations in resource usage and any actions taken in response 1.5   implement actions to improve the efficiency of resource usage 1.6   work to avoid and minimise waste.

## Unit 177

## Understand how to contribute to sustainable practice in food operations

<b>UAN:</b>	<b>R/601/2926</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SF.120K Understand how to contribute to sustainable practice in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to sustainable practice in a food environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, contributing to sustainable practice. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for sustainable practice in a food environment
<b>Assessment criteria</b>
The learner can: 1.1 state what is meant by sustainable food manufacture 1.2 describe how efficient energy usage supports sustainable food manufacture 1.3 list the social benefits of sustainable food manufacturing 1.4 state why it is important to work to the organisation's production specifications 1.5 describe the impact on resource usage and sustainability of not working to the organisation's production specifications.

<b>Learning outcome</b>
The learner will: 2 Know how to contribute to sustainable practice within the organisation
<b>Assessment criteria</b>
The learner can: 2.1 state how the efficient use of resources supports the economic sustainability of the organisation 2.2 describe each of the following as a resource, and the opportunities available for reducing their usage: a. water b. energy c. transport 2.3 describe how the following support sustainable food manufacture: a. efficient use of water b. minimising waste c. efficient use of transport 2.4 describe own responsibilities relevant to sustainable food manufacture 2.5 state how to assess own performance for opportunities to improve efficiency 2.6 describe why it is important to report incidences of inefficient resource usage.

## Unit 178

## Work effectively with others in food operations

<b>UAN:</b>	<b>H/601/2896</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PL.2025 Work effectively with others in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who work effectively with others in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, working effectively with others in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Work effectively in a team
<b>Assessment criteria</b>
The learner can: 1.1 work with others to meet the objectives of the team, own objectives and the organisation's objectives 1.2 make suggestions to improve work activities 1.3 use initiative to assist team members 1.4 respond to suggestions made by colleagues for the organisation 1.5 deal with differences of opinion in ways that do not cause offence 1.6 respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs.

<b>Learning outcome</b>
The learner will: 2 Give and receive information to and from team colleagues
<b>Assessment criteria</b>
The learner can: 2.1 check the team have instructions for their work 2.2 demonstrate the team understand what is required of them to carry out work 2.3 actively seek information when necessary 2.4 advise others in the team using information that is up-to-date, relevant and accurate 2.5 provide information which will help team colleagues to achieve tasks.

<b>Learning outcome</b>
The learner will: 3 Work with team colleagues to improve the way work is done
<b>Assessment criteria</b>
The learner can: 3.1 inform the relevant person when tasks cannot be completed 3.2 suggest ways to improve the way work is organised 3.3 make suggestions about how work can be better organised.

## Unit 179

## Understand how to work effectively with others in food operations

<b>UAN:</b>	<b>K/601/2897</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the PL.203K Understand how to work effectively with others in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to work effectively with others, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when working effectively with others in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
1 Know how to work effectively in a team
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 state the objectives of the team, own objectives and the organisation's objectives</li> <li>1.2 describe the importance and key features of the organisation's procedures relating to <ul style="list-style-type: none"> <li>a. health and safety</li> <li>b. food safety</li> <li>c. environmental health</li> </ul> </li> <li>1.3 describe the organisation's grievance and disciplinary procedures</li> <li>1.4 state the importance of developing and keeping good working relationships with colleagues in the team</li> <li>1.5 describe how to deal with differences of opinion without causing offence</li> <li>1.6 state the importance of showing respect for colleagues</li> <li>1.7 demonstrate how to show respect to colleagues.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2 Know how to give and receive information to and from team colleagues</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe their own work responsibilities and when to ask for help.</li> <li>2.2 state who should be asked for help.</li> <li>2.3 state the importance of asking for help when it is needed</li> <li>2.4 state the importance of sharing opinions and information when working in a team</li> <li>2.5 state the importance of offering useful advice to team colleagues.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Know how to work with team colleagues to improve the way work is done</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 list different types of information that is important to teamwork</li> <li>3.2 state the importance of communicating information to the relevant person</li> <li>3.3 state the importance of referring unresolved difficulties to the appropriate person when team working.</li> </ul>

## Unit 180

## Maintain product quality in food operations

<b>UAN:</b>	<b>T/601/2899</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the QI.101S Maintain product quality in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who maintain product quality in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining product quality in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Conduct quality checks
<b>Assessment criteria</b>
The learner can: 1.1 carry out quality checks within limit of own authority 1.2 compare the results of quality checks to required standards 1.3 record the results of quality checks.

<b>Learning outcome</b>
The learner will: 2 Communicate results of quality checks
<b>Assessment criteria</b>
The learner can: 2.1 record quality checks on correct documentation 2.2 communicate results of quality checks 2.3 check that all required records are accurate and complete.

## Unit 181

## Understand how to maintain product quality in food operations

<b>UAN:</b>	<b>H/601/2901</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the QI.102K Understand how to maintain product quality in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to maintain product quality, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining product quality in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to carry out quality checks
<b>Assessment criteria</b>
The learner can: 1.1 state the importance of carrying out quality checks 1.2 describe procedures to deal with non-conformance against the required standards 1.3 describe the limits of own authority when reporting quality checks.

<b>Learning outcome</b>
The learner will: 2 Know how to record and store information accurately
<b>Assessment criteria</b>
The learner can: 2.1 state why records should be kept securely 2.2 state the importance of maintaining accurate records.

<b>Learning outcome</b>
The learner will: 3 Know about the importance of communicating results
<b>Assessment criteria</b>
The learner can: 3.1 state the methods of communicating results of quality checks 3.2 describe the importance of working within own limits of responsibility.

## Unit 182

## Maintain workplace food safety standards in operations

<b>UAN:</b>	<b>K/601/2902</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the FS.103S Maintain workplace food safety standards in manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who maintain workplace food safety standards in a food or animal feed business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining workplace food safety standards in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Keep the workspace clean
<b>Assessment criteria</b>
The learner can: 1.1 keep work area clean and tidy 1.2 maintain tools, utensils and equipment in a hygienic condition 1.3 store tools, utensils and equipment correctly 1.4 keep ingredients and products in their assigned places.

<b>Learning outcome</b>
The learner will: 2 Maintain food safety
<b>Assessment criteria</b>
The learner can: 2.1 prevent product contamination and cross contamination 2.2 follow procedures for dealing with product contamination and cross contamination 2.3 follow procedures for substances that may cause allergic reactions 2.4 dispose of food waste and scrap according to procedures.

## Unit 183

## Understand how to maintain workplace food safety standards in operations

<b>UAN:</b>	<b>M/601/2903</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the FS.104K Understand how to maintain workplace food safety in manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to maintain workplace food safety standards, in a food or animal feed business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining workplace food safety standards in operations or animal feed production. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know the importance of safe food handling practices
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of food handling practices in maintaining food safety 1.2 describe how personal hygiene and behaviour affect food safety 1.3 explain the importance of treating and covering cuts, boils, skin infections and grazes 1.4 describe how to treat and cover cuts, boils, skin infections and grazes 1.5 explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety 1.6 describe the importance of keeping food at specified temperatures 1.7 outline the causes of food spoilage and how to recognise it 1.8 describe what action to take in order to reduce food spoilage.

<b>Learning outcome</b>
The learner will: 2 Know how to deal with pests and infestations
<b>Assessment criteria</b>
The learner can: 2.1 describe the main type of pests and infestations and how they occur 2.2 describe how to prevent infestation 2.3 describe how to recognise infestations 2.4 outline the procedures to follow on discovering infestation.

<b>Learning outcome</b>
The learner will: 3 Know the importance of minimising the risks of contamination and food poisoning
<b>Assessment criteria</b>
The learner can: 3.1 describe the types of product contamination, cross contamination and food poisoning: a. bacteria b. chemicals c. physical objects d. substances that cause allergic reactions 3.2 describe how to prevent contamination and cross contamination from occurring 3.3 explain how food poisoning enters food and factors that affect its growth 3.4 describe the symptoms of food poisoning 3.5 describe how to prevent food poisoning from occurring.

## Unit 184

## Maintain workplace health and safety in food operations

<b>UAN:</b>	<b>M/601/2917</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the HS.101S Maintain workplace and health and safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate safely in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace when operating safely in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Work within organisational safety limits
<b>Assessment criteria</b>
The learner can: 1.1 follow operational requirements according to standard operating procedures (SOP) 1.2 maintain responsible behaviour at work in line with company policies 1.3 work without causing risks or danger to self and others 1.4 carry out instructions according to safety notices, hazard and warning signs 1.5 report hazards, defects and faults to the relevant people 1.6 keep the workplace and work surfaces clean and clear of hazards 1.7 follow organisational procedures for reporting sickness, disease and health risks.

<b>Learning outcome</b>
The learner will: 2 Follow organisational emergency procedures
<b>Assessment criteria</b>
The learner can: 2.1 locate emergency escape routes and procedures 2.2 keep emergency escape routes clear of obstructions 2.3 use safety systems and alarms correctly 2.4 follow the specified procedures in an emergency.

<b>Learning outcome</b>
The learner will: 3 Use personal protective equipment
<b>Assessment criteria</b>
The learner can: 3.1 identify and locate suitable personal protective equipment necessary for work activities 3.2 use and wear personal protective equipment in accordance with organisational procedures 3.3 dispose of personal protective equipment after use.

## Unit 185

## Understand how to maintain workplace health and safety in food operations

<b>UAN:</b>	<b>T/601/2918</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the HS.103K Understand workplace health and safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand workplace health and safety in food manufacture, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding workplace health and safety in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know the main safety risks and hazards in the working environment
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe how to define and identify health and safety hazards and risks in the workplace</li> <li>1.2 list the main health risks in the workplace and steps that can be taken to control them</li> <li>1.3 describe the most common causes of accidents in the work place and steps that help to prevent them</li> <li>1.4 state the importance of safety notices and hazard warning signs</li> <li>1.5 list the hazards, defects and faults that may arise in the workplace</li> <li>1.6 state how to avoid or minimise the effects in the workplace of health and safety <ul style="list-style-type: none"> <li>a. hazards</li> <li>b. defects</li> <li>c. faults</li> </ul> </li> <li>1.7 describe the range and care of personal protective equipment.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know the health and safety precautions and procedures in the workplace
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 list the safety precautions required in the workplace</li> <li>2.2 describe safe working practices and the importance of following them</li> <li>2.3 describe how to contact and obtain help from colleagues with first aid qualifications</li> <li>2.4 outline the procedures that should be followed in different emergencies and why they should be followed</li> <li>2.5 describe the importance of considering health and safety precautions when planning tasks</li> <li>2.6 describe what might happen if tasks are planned without attention to health and safety precautions</li> <li>2.7 state how to report accidents and incidents</li> <li>2.8 describe the importance of reporting accidents and incidents following company procedures.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Know the health and safety features of equipment and materials
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 list the rules and hazards associated with particular equipment</li> <li>3.2 state the reasons for using specified tools and equipment</li> <li>3.3 describe why tools and equipment should be maintained and stored correctly</li> <li>3.4 describe how to isolate faulty and defective equipment</li> <li>3.5 outline the importance of adjusting workplace equipment to suit the individual</li> <li>3.6 list the hazardous substances that are in the workplace</li> <li>3.7 describe steps that should be taken to protect individuals from hazardous substances in the workplace</li> <li>3.8 describe storage methods for materials and chemicals.</li> </ul>

## Unit 186

## Contribute to continuous improvement for achieving excellence in food operations

<b>UAN:</b>	<b>H/601/2929</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the QI.205S Contribute to continuous improvement for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to continuous improvement in a food business.</p> <p>The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to continuous improvement for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Identify improvements in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 identify and make positive suggestions about areas for improvement 1.2 gather accurate information about potential improvements 1.3 check that suggestions for improvement can be justified and are realistic.

<b>Learning outcome</b>
The learner will: 2 Share and communicate own ideas for improvement
<b>Assessment criteria</b>
The learner can: 2.1 share ideas for improvement with relevant people and react positively to feedback received 2.2 communicate finalised ideas in sufficient detail to enable further action to be agreed.

<b>Learning outcome</b>
The learner will: 3 Agree, test and evaluate plan for improvements
<b>Assessment criteria</b>
The learner can: 3.1 work with others to agree an effective action plan for putting improvement ideas into action 3.2 make a positive contribution to putting the plan into action 3.3 test and accurately check improvements to find out how effective they are before recommending further action 3.4 evaluate the effectiveness of improvements that have been introduced.

## Unit 187

## Understand how to contribute to continuous improvement for achieving excellence in food operations

<b>UAN:</b>	<b>Y/601/2930</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the QI.206K Understand how to contribute to continuous improvement for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to continuous improvement for achieving excellence, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to continuous improvement for achieving excellence in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about the importance of continuous improvement in food operations
<b>Assessment criteria</b>
The learner can: 1.1 state which work area/food operations activity is to be considered for continuous improvement practice 1.2 outline the health, safety and hygiene requirements of the area in which the continuous improvement activity is to be carried out 1.3 state why continuous improvement is necessary and what the potential benefits are 1.4 describe the food operations activity considered for review 1.5 outline the importance of planning improvements.

  

<b>Learning outcome</b>
The learner will: 2 Know about the resources and measures to support a continuous improvement activity in food operations
<b>Assessment criteria</b>
The learner can: 2.1 state the required production/activity rate for the operations activity 2.2 outline the resources required by the operations activity 2.3 outline the potential sources of waste associated with the operations activity 2.4 state the measures available to control waste 2.5 state the improvement targets and objectives set for the work operation 2.6 state the role of standard operating procedures in contributing to continuous improvement.

  

<b>Learning outcome</b>
The learner will: 3 Know how to support and communicate continuous improvement activity in food operations
<b>Assessment criteria</b>
The learner can: 3.1 outline how own knowledge and experience can add value to the improvement process 3.2 describe how to support the identification of potential improvements 3.3 describe how to identify problems and opportunities for solving them 3.4 describe how to contribute to discussions and respond to possible disagreements in a positive and constructive manner 3.5 state the extent of own authority, and the person to report to in the event of problems that cannot be resolved 3.6 state how improvements are communicated in own work area 3.7 outline how to provide information to support the evaluation of improvement activities.



## Unit 188

## Clean in place (CIP) plant and equipment in food operations

<b>UAN:</b>	<b>K/601/8313</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the SO.103S Clean in place (CIP) plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who clean in place (CIP) plant and equipment in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, cleaning in place (CIP) plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to clean in place
<b>Assessment criteria</b>
The learner can: 1.1 prepare plant, equipment and materials as scheduled and isolate where required 1.2 obtain and check personal protective equipment is fit for use 1.3 obtain and prepare cleaning materials 1.4 make sure that all actions taken are within the limits of own authority 1.5 maintain communication throughout the cleaning process.

<b>Learning outcome</b>
The learner will: 2 Carry out clean in place
<b>Assessment criteria</b>
The learner can: 2.1 carry out and monitor the cleaning process in line with specifications 2.2 carry out cleaning in a way that does not damage plant, materials, products and equipment 2.3 take the necessary precautions to make sure that product is not contaminated by cleaning materials 2.4 complete cleaning within the required time 2.5 use personal protective equipment during cleaning.

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

## Unit 189

## Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations

<b>UAN:</b>	<b>M/601/8314</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.104K Understand how to clean in place (CIP) plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing for and conducting cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to clean in place
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe where to obtain and how to interpret specifications and what might happen if this is not done</li> <li>1.2 describe the types and uses of cleaning materials</li> <li>1.3 outline COSHH and risk assessment requirements, precautions to be taken when handling or storing cleaning materials and what might happen if this does not happen</li> <li>1.4 outline when a permit to work is required, how it is used, and what might happen if it is not obtained before cleaning starts</li> <li>1.5 describe how to use guards and warning notices and why this is important</li> <li>1.6 describe what might happen if the required protective clothing is not worn according to specifications</li> <li>1.7 explain the importance of following the cleaning specification and describe what might happen if it is not followed.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to clean in place
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 state what the CIP system procedures are, where to find them, and what might happen if they are not followed</li> <li>2.2 describe the specified set-up of valves, pipes, pumps and CIP points and what might happen if they are not set up according to specifications</li> <li>2.3 describe how to re-assemble plant and equipment</li> <li>2.4 explain the importance of leaving plant, equipment and work areas fit for use</li> <li>2.5 describe the importance of communicating clearly and what may happen if this is not done</li> <li>2.6 explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly.</li> </ul>

## Unit 190

## Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations

<b>UAN:</b>	<b>T/601/8315</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the SO.104K Understand how to clean in place (CIP) plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when avoiding contamination and completing cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know how to avoid contamination
<b>Assessment criteria</b>
The learner can: 1.1 describe the precautions to take to make sure that products are not contaminated by cleaning materials 1.2 describe what evidence of contamination might be found and the actions to take if this evidence is found 1.3 explain the procedures for checking and ensuring cleaning has been effective 1.4 describe the actions to take in the event of ineffective cleaning 1.5 outline the need to identify and report any signs of contamination, damage or environmental concerns and what may happen if this is not done.

<b>Learning outcome</b>
The learner will: 2 Know how to complete cleaning in place
<b>Assessment criteria</b>
The learner can: 2.1 explain why it is important to keep records and what might happen if this is not done 2.2 explain the importance of cleaning and storing equipment according to specified procedures after use 2.3 describe what might happen if the specified waste disposal procedures are not followed.

## Unit 191

## Carry out task hand-over procedures in food manufacture

<b>UAN:</b>	<b>A/601/8316</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.1115 Carry out task hand-over procedures in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out task hand-over procedures in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out task hand-over procedures in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Hand over responsibility to another person
<b>Assessment criteria</b>
The learner can: 1.1 take precautions to ensure that production is not interrupted during hand-over 1.2 maintain quality standards during task hand-over 1.3 provide information to those who need to know 1.4 exchange information in an appropriate place.

<b>Learning outcome</b>
The learner will: 2 Take over responsibility from another person
<b>Assessment criteria</b>
The learner can: 2.1 take precautions to ensure that production is not interrupted during hand-over 2.2 maintain quality standards during hand-over 2.3 obtain required information from the other person and clarification where necessary 2.4 exchange information in an appropriate place.



## Unit 192

## Understand how to carry out task hand-over procedures in food manufacture

<b>UAN:</b>	<b>F/601/8317</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the PO.112K Understand how to carry out task hand-over procedures in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out task hand-over procedures, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out task hand-over procedures in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Know how to carry out task hand-over procedures</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 describe the production schedules and the operation of the quality systems relevant to the work area</li> <li>1.2 explain the specified machine settings to meet quality standards and what may happen if they are not met</li> <li>1.3 state the origins and destinations of materials and products</li> <li>1.4 describe the importance of accurately, <ol style="list-style-type: none"> <li>a. providing or obtaining information</li> <li>b. interpreting information</li> </ol> </li> <li>1.5 outline the consequences of using inaccurate information.</li> </ol>

## Unit 193

## Principles of slaughtering for Halal meat

<b>UAN:</b>	<b>H/502/7842</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.116K Principles of slaughtering for Halal meat National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to know the principles of slaughtering for Halal meat, in an abattoir.</p> <p>The unit is designed for use primarily by abattoir operatives, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of slaughtering for Halal meat. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand animal welfare and slaughterhouse regulations
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of maintaining animal welfare at all stages of the slaughtering process 1.2 describe how a slaughterhouse complies with slaughter or killing regulations 1.3 describe how to complete the required documentation.

<b>Learning outcome</b>
The learner will: 2 Understand the rules of Zibah
<b>Assessment criteria</b>
The learner can: 2.1 outline the rules of Zibah to include: <ul style="list-style-type: none"> <li>a. the arrangements for having a Muslim slaughterman present to perform renditions of shahadah or tasmiayah</li> <li>b. restraining animals and birds pre-slaughter</li> <li>c. knife size and depth of cut</li> <li>d. restraining animals post slaughter</li> <li>e. checking knife cleanliness between animals</li> </ul> 2.2 describe how to perform slaughter operations according to islamic traditions.

## Unit 194

## Principles of slaughtering for Kosher meat

<b>UAN:</b>	<b>D/502/7841</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.117K Principles of slaughtering for Kosher meat National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to know the principles of slaughtering for Kosher meat, in an abattoir.</p> <p>The unit is designed for use primarily by abattoir operatives, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of slaughtering for Kosher meat. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand animal welfare and slaughterhouse regulations
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of maintaining animal welfare at all stages of the slaughtering process 1.2 describe how a slaughterhouse complies with slaughter or killing regulations 1.3 describe how to complete the required certification and documentation.

<b>Learning outcome</b>
The learner will: 2 Understand the rules of Shechita
<b>Assessment criteria</b>
The learner can: 2.1 outline the Halachic rules of Shechita to include: a. restraining animals and birds pre-slaughter b. slaughter of animals and birds c. Chalaf hygiene and type of incision d. bleeding and examining animals e. restraining animals post slaughter f. inspecting each animal to confirm slaughter was correctly carried out and can be confirmed as Kosher g. porging and salting the meat and water temperatures 2.2 describe how to perform slaughter according to Jewish traditions.

<b>UAN:</b>	<b>H/502/7839</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.153K Principles of butchery National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>The unit is designed for use primarily by butchers, meat operatives and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of butchery. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand what affects the use of butchery methods and the purpose of cutting specifications
<b>Assessment criteria</b>
The learner can: 1.1 outline what effects geographical and customer requirements can have on the way meat and poultry are butchered in a business 1.2 state the main difference between continental and traditional UK butchery methods 1.3 state what the purpose of cutting specifications for meat or poultry is, and how to access them.

<b>Learning outcome</b>
The learner will: 2 Understand quality factors and the purpose of the purchasing guide
<b>Assessment criteria</b>
The learner can: 2.1 describe how the quality of butchery practice affects the value of meat and poultry cuts and products 2.2 state how the following factors affect flavour, tenderness and colour of meat and poultry: a. age and sex at slaughter b. carcase age c. fat content 2.3 outline the purpose and use of the meat purchasing guide.

<b>Learning outcome</b>
The learner will: 3 Understand the classification/grading system and the inspection of meat and poultry
<b>Assessment criteria</b>
The learner can: 3.1 describe the meat and poultry classification/ grading systems used in the UK and EU 3.2 outline the importance of meat hygiene inspection in meat processing plants 3.3 state why the removal of specified risk material and animal by-products is carefully monitored in meat processing.



<b>Learning outcome</b>
The learner will: 4 Understand carcase handling and treatment in butchery
<b>Assessment criteria</b>
The learner can: 4.1 state why it is important for a specific post slaughter carcase temperature to be achieved before butchery can be carried out 4.2 outline what cold shortening is and its affect on carcase meat quality 4.3 state what the optimum carcase chilling rate is and why it is important to meat quality control.

<b>UAN:</b>	<b>Y/502/7837</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.163K Principles of curing meat National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>The unit is designed for use primarily by meat operatives and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of curing meat. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the purpose and types of processes for curing meats
<b>Assessment criteria</b>
The learner can: 1.1 state the purpose of curing meat 1.2 outline the types and cuts of meat commonly cured for the UK food market 1.3 describe the key differences between dry and wet curing 1.4 outline the types of processes used to produce cured meat products in: a. wet curing b. dry curing (smoking and air drying).

<b>Learning outcome</b>
The learner will: 2 Understand the dry curing of meat
<b>Assessment criteria</b>
The learner can: 2.1 state the cuts of meat and poultry most suitable for dry curing, smoking and air drying 2.2 describe the features of smoking as a curing process 2.3 describe the features of air drying as a curing process 2.4 state the common product quality problems associated with the dry curing process.

<b>Learning outcome</b>
The learner will: 3 Understand the wet curing of meat
<b>Assessment criteria</b>
The learner can: 3.1 state the cuts of meat most suitable for wet curing 3.2 outline how to measure brine strength and temperature 3.3 outline the process of osmosis and its impact on flesh during the wet curing process 3.4 state the common product quality problems associated with the wet curing process.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Understand variances in curing and the affect on the final cured product</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 outline how the thickness/size of the meat joint/portion affects curing times</p> <p>4.2 describe how to access curing information and data in order to carry out curing operations</p> <p>4.3 outline why it is important to store cured meat separately from other meat</p> <p>4.4 describe the affect of curing on flavour and final product shelf life</p> <p>4.5 state how the curing process can affect yield and economic value of the meat product.</p>

## Unit 197

## Principles of a specialist raw meat and poultry sales service

<b>UAN:</b>	<b>L/502/7835</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.176K Principles of a specialist raw meat sales service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of a specialist raw meat and poultry sales service, in a wholesale or food sales business or in a learning environment.</p> <p>The unit is designed for use primarily by sales personnel and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of a specialist raw meat and poultry sales service It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of processing raw meat and poultry and information for the customer
<b>Assessment criteria</b>
The learner can: 1.1 outline the key stages of processing, which are of value in dealing with customers 1.2 describe how to identify and declare the origins of raw meat products to inform the customer 1.3 state how raw meat processing can affect taste and texture.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of storing raw meat and poultry and information for the customer
<b>Assessment criteria</b>
The learner can: 2.1 outline how to provide information to customers about the typical shelf-life of raw product and how this can be maximised 2.2 state how storage conditions can affect raw product 2.3 describe how to inform customers about the types of wrappings used and how they affect raw product.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of meat and poultry consumption and information for the customer
<b>Assessment criteria</b>
The learner can: 3.1 describe how to inform customers about which raw products are most suitable for specific types of cooking 3.2 outline how to inform customers about the features of cuts, portions and joints of raw products including: a. beef, lamb and pork b. chicken and turkey c. duck and goose d. venison and ostrich e. added value raw products 3.3 describe how to inform customers about the methods to maximise the storage raw products 3.4 describe how to inform customers about which flavours and accompaniments complement different raw meat and poultry in readiness for cooking.

## Unit 198

## Principles of a specialist cooked meat and poultry sales service

<b>UAN:</b>	<b>J/502/7834</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.177K Principles of a specialist cooked meat sales service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of a specialist cooked meat and poultry sales service, in a wholesale or food sales business or in a learning environment.</p> <p>The unit is designed for use primarily by sales personnel and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of a specialist cooked meat and poultry sales service It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of processing cooked meat and poultry and information for the customer
<b>Assessment criteria</b>
The learner can: 1.1 outline the key stages and methods of cooking products, which are of value when dealing with customers 1.2 outline the key stages in the processing, slicing and packaging of cooked products, which are of value when dealing with customers 1.3 state how cooking raw meat can affect taste and texture.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of storing cooked meat and poultry and information for the customer
<b>Assessment criteria</b>
The learner can: 2.1 outline how to provide information to customers about the typical shelf-life of cooked product and how this can be maximised 2.2 state how storage conditions can affect cooked product 2.3 describe how to inform customers about the types of wrappings used and how they affect cooked product.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of cooked meat and poultry consumption and information for the customer
<b>Assessment criteria</b>
The learner can: 3.1 outline how to inform customers about the features of cuts, portions and joints of cooked products including: a. beef, lamb and pork b. chicken and turkey c. duck and goose d. venison and ostrich e. added value raw products 3.2 describe how to inform customers about the methods to maximise the storage of cooked products 3.3 describe how to inform customers about which flavours and accompaniments complement different cooked meat and poultry.



## Unit 199

## Principles of a specialist cheese sales service

<b>UAN:</b>	<b>A/502/7832</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the DY.135K Principles of a specialist cheese service National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of a specialist cheese sales service, in a wholesale or food sales business or in a learning environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of a specialist cheese sales service It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of cheese making and information for the customer
<b>Assessment criteria</b>
The learner can: 1.1 outline the key stages of cheese making, which are of value when dealing with customers 1.2 describe how the types of starter and milk used in cheese making affect taste and texture of cheese 1.3 describe how to identify and declare the country of origin of cheeses to inform the customer.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of cheese storage and information for the customer
<b>Assessment criteria</b>
The learner can: 2.1 outline how to provide information to customers about the shelf-life of cheeses and how they can be maximised 2.2 state how temperature and humidity affect cheese 2.3 describe how to inform customers about the types of wrappings used and how they affect cheese condition.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of cheese consumption and information for the customer
<b>Assessment criteria</b>
The learner can: 3.1 state which cheeses may trigger certain food allergies or intolerances 3.2 describe how to inform customers about which cheeses are most suitable for cooking 3.3 describe how to inform customers of the categories of cheese strength and consistency, and state which cheeses these are associated with 3.4 describe how to inform customers about which flavours and accompaniments complement different cheeses.

## Unit 200

## Principles of chilling and freezing meat and poultry

<b>UAN:</b>	<b>A/502/7829</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.178K Principles of chilling and freezing meat and poultry National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of chilling and freezing meat and poultry, in a meat processing or sales business, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives, technicians, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of chilling and freezing meat and poultry. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of chilling meat and poultry
<b>Assessment criteria</b>
The learner can: 1.1 define the purpose of chilling meat and poultry to between -2 and +4 degrees Celsius and maintaining that temperature range 1.2 outline the physical effect of chilling on meat and poultry 1.3 describe how the effect of chilling can be controlled by protecting the product 1.4 outline the affect of chilling on product quality over time.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of freezing meat and poultry
<b>Assessment criteria</b>
The learner can: 2.1 describe the purpose of freezing meat and poultry to -18 degrees Celsius or below 2.2 list the different methods of freezing meat and poultry to the required temperature range 2.3 outline the physical effect of freezing on meat and poultry 2.4 describe how the effect of freezing can be controlled by protecting the product 2.5 outline the affect which freezing has on product quality over time, including the cause and effect of freezer burn.

<b>UAN:</b>	<b>T/502/7828</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.179K Principles of frying poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of frying poultry products, in a food sales or learning environment.</p> <p>The unit is designed for use primarily by sales and food service operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of frying poultry products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the types of media used for frying poultry
<b>Assessment criteria</b>
The learner can: 1.1 outline the types of fats and oils which are used for frying poultry 1.2 describe the importance of using the appropriate type of fats or oils for frying.

<b>Learning outcome</b>
The learner will: 2 Understand the characteristics of frying media
<b>Assessment criteria</b>
The learner can: 2.1 describe how the composition of frying fats and oils is affected by heating over time 2.2 describe why it is necessary to replace frying fats and oils according to specified advice 2.3 state the meaning of the terms: a. slip point b. smoke point c. flash point.

<b>Learning outcome</b>
The learner will: 3 Understand how frying changes products
<b>Assessment criteria</b>
The learner can: 3.1 outline the physical changes that take place within products during the frying process 3.2 state the importance of steam generated within the product, during frying 3.3 outline how fat absorption into the surface of products during the frying process affects their eating quality and calorific value 3.4 state the affects of frying with too low a frying temperature and too high a frying temperature 3.5 describe the importance of operating the fryer at the specified frying temperature and time.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Understand the importance of ventilation and product handling during frying and waste disposal</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe the importance of maintaining adequate ventilation during frying</p> <p>4.2 outline the importance of positioning, draining, and cooling products on completion of frying</p> <p>4.3 state the importance of disposing and safe handling of waste oil and product.</p>

<b>UAN:</b>	<b>K/502/7826</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.216K Principles of technology in meat processing National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of technology in meat processing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will:
1 Understand the different technological methods of processing
<b>Assessment criteria</b>
The learner can:
1.1 outline the purpose and main functions of the technological processes for:
a. mechanical meat separation/recovery
b. comminution
c. emulsifying and binding
d. curing
e. heat treatments
f. extruding
1.2 outline the key differences between large and small scale processing
1.3 describe the importance of technology in the processing of meat products for the consumer.

<b>Learning outcome</b>
The learner will:
2 Understand how technology affects meat quality
<b>Assessment criteria</b>
The learner can:
2.1 describe how meat and poultry quality is measured during processing
2.2 outline the points along the meat and poultry production process which can affect yield
2.3 outline how meat technology processes affect meat and poultry quality including:
a. comminution
b. tumbling and massaging
c. curing
d. marinating
e. heating
f. salt/phosphate addition
2.4 outline how technology is used to mature meat
2.5 describe how cooking affects the colour, flavour and texture of meat and poultry
2.6 list the permitted meat additives.

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand the different technological methods of wrapping and packing</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 outline the purpose and functions of the technological processes for:</p> <ul style="list-style-type: none"> <li>a. overwrapping</li> <li>b. vacuum packing</li> <li>c. modified atmosphere packing</li> <li>d. casings.</li> </ul>

## Unit 203

## Principles of modified atmosphere and vacuum packaging in food technology

<b>UAN:</b>	<b>D/502/7824</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the FT.159K Principles of modified atmosphere and vacuum packaging in food technology National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of modified atmosphere and vacuum packaging meat and poultry products, in a meat processing or sales business, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of modified atmosphere and vacuum packaging meat and poultry products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the reasons for using modified atmosphere packaging (MAP)
<b>Assessment criteria</b>
The learner can: 1.1 define modified atmosphere packaging (MAP) 1.2 outline the benefits of using MAP for the manufacturer, consumer and retailer 1.3 describe the key reasons for using MAP rather than other forms of packaging 1.4 list the key legislation relevant to the use of MAP 1.5 state the typical food products that are packed using MAP.

<b>Learning outcome</b>
The learner will: 2 Understand the MAP process
<b>Assessment criteria</b>
The learner can: 2.1 outline the constituent gases used in MAP 2.2 outline the ratios of gases used in MAP 2.3 describe the methods of introducing gases to product packaging 2.4 outline the types of packaging suitable to be used in MAP 2.5 state the importance of quality assurance checks on completed packs.

<b>Learning outcome</b>
The learner will: 3 Understand the reasons for using vacuum packaging
<b>Assessment criteria</b>
The learner can: 3.1 outline the benefits of using vacuum packaging for the manufacturer, consumer and retailer 3.2 describe the key reasons for the use of vacuum packaging over other forms of packaging 3.3 state the typical products that are vacuum packed.

<b>Learning outcome</b>
The learner will: 4 Understand the vacuum packaging process
<b>Assessment criteria</b>
The learner can: 4.1 outline the process stages of vacuum packaging meat and poultry 4.2 list the equipment and tools required for vacuum packaging 4.3 state the importance of quality assurance checks on completed packs.

<b>UAN:</b>	<b>H/502/7436</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the PO.222K Understand how to control processes in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of food processing operations, in a food processing business or in a learning environment.</p> <p>The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food processing operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the systems and documents used to control processing operations
<b>Assessment criteria</b>
The learner can: 1.1 define standard operating procedures (SOP) 1.2 state the importance of SOPs in processing 1.3 describe the importance of product specifications in food manufacture 1.4 describe the importance of recording and reporting during processing operations

<b>Learning outcome</b>
The learner will: 2 Understand the key stages of processing
<b>Assessment criteria</b>
The learner can: 2.1 describe the purpose and importance of procedures for task handover and shift changeovers 2.2 state how to check resources, equipment and materials pre-processing operations 2.3 describe checks and controls used during processing operations 2.4 outline how to complete and shut down processing operations 2.5 describe how to ensure that improvements are identified and implemented in during processing 2.6 state the importance of communication during processing operations.

## Unit 205

## Principles of instrumentation and control systems in food operations

<b>UAN:</b>	<b>M/502/7357</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the PO.222K Understand how to control processes in food manufacture. FT.106K Principles of using ICT and MIS in food technology National Occupational Standards.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of instrumentation and control systems in a food manufacturing business or in a learning environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of instrumentation and control systems in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand computer controlled systems
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline the main stages and parts of plant in the processing area</li> <li>1.2 describe typical uses of computer controlled systems in food operations</li> <li>1.3 outline the requirements of a computer controlled system</li> <li>1.4 describe a typical computer controlled system lay out</li> <li>1.5 explain the system terms: <ul style="list-style-type: none"> <li>a. network</li> <li>b. PLC</li> <li>c. SCADA</li> <li>d. MIS</li> </ul> </li> <li>1.6 state where trends for main process control parameters can be accessed</li> <li>1.7 state where quality control and stock information can be accessed.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand process instrumentation equipment
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe the key features of measurement and maintenance of process instrumentation</li> <li>2.2 outline how different types of sensors work including: <ul style="list-style-type: none"> <li>a. pressure based sensors</li> <li>b. temperature based sensors</li> <li>c. flow based sensors</li> </ul> </li> <li>2.3 outline the key applications for sensors including: <ul style="list-style-type: none"> <li>a. pressure based sensors</li> <li>b. temperature based sensors</li> <li>c. flow based sensors.</li> </ul> </li> </ul>

<b>Learning outcome</b>
The learner will: 3 Understand process control equipment in brewing
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 outline the key features of digital and analogue control systems</li> <li>3.2 outline the key features of closed loop systems</li> <li>3.3 describe types of control modes including: <ul style="list-style-type: none"> <li>a. on/off</li> <li>b. differential gap</li> <li>c. time proportional</li> </ul> </li> <li>3.4 describe what is meant by modulating control.</li> </ul>



## Unit 206

## Carry out sampling for quality control in food operations

<b>UAN:</b>	<b>D/601/8311</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the QI.105S Carry out sampling for quality control in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out sampling for quality control in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>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.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Sample food products to meet sampling requirements
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Maintain integrity of sample
<b>Assessment criteria</b>
The learner can: 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.

## Unit 207

## Understand how to carry out sampling for quality control in food operations

<b>UAN:</b>	<b>H/601/8312</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the QI.106K Understand how to carry out sampling for quality control in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out sampling for quality control, in a food business.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out sampling for quality control in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Know about the principles of sampling
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Know about maintaining sample integrity
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3 Know about factors that influence samples
<b>Assessment criteria</b>
The learner can: 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.

## Unit 208

## Principles of breed and pre-slaughter selection of meat and poultry species

<b>UAN:</b>	<b>M/502/7844</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	This unit is linked to the MP.105K Principles of breed and pre-slaughter selection National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of breed and pre-slaughter selection of meat and poultry species. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of cattle selection for food production
<b>Assessment criteria</b>
The learner can: 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 differ 1.6 outline the factors affecting the different market values of cattle for beef production.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of goat, sheep, poultry and pig selection for food production
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of selection, procurement and assessment of meat from meat and poultry species
<b>Assessment criteria</b>
The learner can: 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.

## Unit 209

## Principles of classification of meat and poultry carcasses

<b>UAN:</b>	<b>M/502/7827</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to the MP.208K Principles of classification of meat or poultry carcasses National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to know the principles of classification of meat and poultry carcasses, in the meat and poultry sector or in a learning environment.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of classification of meat and poultry carcasses. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the features of classification or grading
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of classification of red meat carcasses
<b>Assessment criteria</b>
The learner can: 2.1 clarify how carcase factors affect classification, including: a. confirmation b. fat levels c. sex d. 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

<b>Learning outcome</b>
The learner will: 3 Understand the principles of poultry classification
<b>Assessment criteria</b>
The learner can: 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.



## Unit 210

## Principles of adding value to meat and poultry products

<b>UAN:</b>	<b>A/502/7846</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the MP.218K Principles of added value meat or poultry products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of adding value to meat and poultry products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the business case for adding value to meat and poultry products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Understand added value processes and options for meat and poultry
<b>Assessment criteria</b>
The learner can: 2.1 explain the different ways in which value can be added to meat and poultry, including the use of: a. cutting and rolling b. forming and shaping c. using string, sticks and skewers d. adding herbs/spices e. adding wines/juices/sauces f. adding seasonings g. marinating and curing h. cooking i. dressing and decorating j. 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.

<b>Learning outcome</b>
The learner will: 3 Understand the presentation and shelf life of added value meat and poultry
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4 Understand the costs, prices and review of added value meat and poultry
<b>Assessment criteria</b>
The learner can: 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.

## Unit 211

## Principles of animal waste and by-product removal and the processing of edible co-products

<b>UAN:</b>	<b>H/502/7825</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the MP.220K Principles of meat or poultry offal, by-products recovery and processing National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of animal waste and by-product removal and the processing of edible co-products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand food waste, animal by-products and processing of edible co-products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Understand the regulatory framework for specified risk material and by-products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3 Understand the uses and value of food waste, animal by-products and edible co-products
<b>Assessment criteria</b>
The learner can: 3.1 describe the main red offal, green offal and by-products from meat and poultry 3.2 explain why it is important to maximise the recovery of offal and by-products from carcasses 3.3 explain how to maximise recovery of offal and by-products 3.4 describe the uses and relative economic value of waste and by-products 3.5 explain the key features of natural sausage skin processing 3.6 describe the uses and relative economic value of co-products from meat and poultry 3.7 summarise how beef and lamb skin is processed for conversion to leather.

<b>Learning outcome</b>
The learner will: 4 Understand the nutritional and culinary value of offal
<b>Assessment criteria</b>
The learner can: 4.1 explain the key nutritional content of edible offal 4.2 describe the common culinary uses of edible offal.

<b>UAN:</b>	<b>A/602/4505</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the FT.118K Principles of weights and measures in food technology National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of weights and measures in food technology. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the legal and regulatory requirements for weighing and measuring food and drink products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Understand the processes of weighing and measuring food and drink products
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3 Understand how to quality assure the weighing and measuring of food and drink products
<b>Assessment criteria</b>
The learner can: 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 identify quality problems associated with weighing and measuring 3.5 outline the recording and reporting systems that are needed to support the weighing and measuring processes.



## Unit 213

## Principles of freezing methods in food technology

<b>UAN:</b>	<b>F/602/4506</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the FT.123K Principles of freezing methods in food technology National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of freezing methods in food technology. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand how the freezing process preserves and stores foods
<b>Assessment criteria</b>
The learner can: 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: a. ice crystal formation b. concentration of dissolved substances c. temperature requirements d. tempering.

<b>Learning outcome</b>
The learner will: 2 Understand the technical aspects of freezing on foods
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3 Understand freezing methods in food technology
<b>Assessment criteria</b>
The learner can: 3.1 explain the use and functionality of the: a. immersion-freezing method b. plate freezing method c. blast freezing method 3.2 explain the use and functionality of : a. fluidised bed freezers b. cryogenic freezers c. liquid carbon dioxide freezers.

<b>Learning outcome</b>
The learner will: 4 Understand the cold chain distribution of frozen foods
<b>Assessment criteria</b>
The learner can: 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.

## Unit 214

## Principles of food labelling in food operations

<b>UAN:</b>	<b>T/602/4566</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the FT.155K Principles of food labelling in food and drink National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food labelling in food and drink. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will:
1 Understand the purpose and regulation of labelling
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will:
2 Understand how labelling contributes to nutritional awareness and product quality
<b>Assessment criteria</b>
The learner can:
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.

<b>Learning outcome</b>
The learner will:
3 Understand the business use of food labelling
<b>Assessment criteria</b>
The learner can:
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.

## Unit 215

## The principles of HACCP for food manufacturing

<b>UAN:</b>	<b>Y/600/2382</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the FS.110K Understand food safety management procedures in manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food safety for manufacturing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the importance of HACCP based food safety management procedures
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 2 Understand the preliminary processes for HACCP based procedures
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3 Understand how to develop HACCP based food safety management procedures
<b>Assessment criteria</b>
The learner can: 3.1 identify hazards and risks in the production process 3.2 determine critical control points 3.3 establish critical limits.

<b>Learning outcome</b>
The learner will: 4 Understand how to implement HACCP based food safety management procedures
<b>Assessment criteria</b>
The learner can: 4.1 establish and implement monitoring procedures at critical control points 4.2 describe corrective actions.

<b>Learning outcome</b>
The learner will: 5 Understand how to evaluate HACCP based procedures
<b>Assessment criteria</b>
The learner can: 5.1 describe documentation and record keeping procedures 5.2 outline the verification and review of procedures.



## Unit 216

## Principles of continuous improvement techniques (Kaizen) in food operations

<b>UAN:</b>	<b>F/601/2954</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the QI.207K Principles of continuous improvement techniques (Kaizen) in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>The unit is designed for use primarily by manager, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of continuous improvement techniques (Kaizen) in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

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

<b>Learning outcome</b>
The learner will: 2 Understand the criteria and requirements for Kaizen and problem solving
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 explain the criteria used to select an area/processing activity for Kaizen activity</p> <p>2.2 explain the importance of understanding the food process and/or activity under review</p> <p>2.3 summarise the requirements for the deployment of Kaizen, and the resources required by the activity</p> <p>2.4 explain the importance of waste in Kaizen activity and why inventory control is important to waste reduction</p> <p>2.5 explain how root cause analysis can support problem solving</p> <p>2.6 explain how own knowledge of food processing activities can support problem solving.</p>

<b>Learning outcome</b>
The learner will: 3 Understand how to interact with Kaizen activity
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 explain the application of the Deming cycle (plan, do, check, act</li> <li>3.2 explain how to engage the knowledge and experience of the people involved in the process in the development of improvement activities</li> <li>3.3 explain how to separate facts and opinions about the food operations and how these affect improvement actions</li> <li>3.4 explain the techniques used to visually communicate the work of the Kaizen activity to participants and others</li> <li>3.5 explain how to use calculations for identifying the required production rate for a process</li> <li>3.6 summarise the cycle time of a process</li> <li>3.7 explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it including: <ul style="list-style-type: none"> <li>a. line balance</li> <li>b. process displays.</li> </ul> </li> </ul>

## Unit 217

## Principles of sustainability in food operations

<b>UAN:</b>	<b>L/601/2701</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to the SF.102K Principles of sustainability in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sustainability. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of sustainability
<b>Assessment criteria</b>
<p>The learner can:</p> <p>1.1 outline the key principles of environmental sustainability in a food environment in relation to:</p> <ul style="list-style-type: none"> <li>a. energy</li> <li>b. waste</li> <li>c. water usage</li> <li>d. transportation</li> </ul> <p>1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility:</p> <ul style="list-style-type: none"> <li>a. economic</li> <li>b. social</li> <li>c. environmental</li> </ul> <p>1.3 describe the benefits of sustainability to the organisation and its stakeholders</p> <p>1.4 summarise how sustainability impacts on all the component functions of an organisation.</p>

<b>Learning outcome</b>
The learner will: 2 Understand factors affecting sustainability targets
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 outline how to establish targets for sustainable development, including the use of benchmarking</p> <p>2.2 explain how carbon currency data (carbon footprints) is used as an indicator of sustainability</p> <p>2.3 explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability.</p>

<b>Learning outcome</b>
The learner will: 3 Understand factors affecting support for sustainability targets
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain how continuous improvement supports sustainability</p> <p>3.2 explain how to gain the commitment of stakeholders to the development of sustainable food production</p> <p>3.3 outline how environmental management systems (EMS) are used to support sustainability in a food environment.</p>

<b>Learning outcome</b>
The learner will: 4 Understand the factors influencing the achievement of sustainability
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 summarise the influences which impact upon the achievement of sustainability</p> <p>4.2 explain how to control the efficient use of resources within organisational activities to help achieve sustainability</p> <p>4.3 explain how the actions of others within the supply chain can influence sustainability</p> <p>4.4 explain the potential barriers to achieving sustainability and summarise ways these can be overcome</p> <p>4.5 describe how to access sources of advice and guidance on achieving sustainability.</p>