

# **Level 3 Certificate/ Diploma for Proficiency in Meat and Poultry Industry Skills 1287-31/32 Unit Pack**

January 2015 Version 2.0



## 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>Version and date</b>	<b>Change detail</b>	<b>Section</b>
V2 January 2015	<ul style="list-style-type: none"><li>• Added Unit 325</li><li>• Amended AC of LO3 within Unit 212</li><li>• Corrected LO5 of Unit 284</li><li>• Corrected LO4 of Unit 308</li></ul>	<b>Units</b>



# 1 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 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 carcass composition 2.5 summarise the features of different poultry breeds commonly found in food production 2.6 outline the typical pig breeds used in pork production 2.7 compare the advantages and disadvantages of rare breed pigs to the typical breeds of pig used in pork production.

<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.

## Unit 212

## Principles of weights and measures in food technology

<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> <ol style="list-style-type: none"> <li>energy</li> <li>waste</li> <li>water usage</li> <li>transportation</li> </ol> <p>1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility:</p> <ol style="list-style-type: none"> <li>economic</li> <li>social</li> <li>environmental</li> </ol> <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>

## Unit 218

## Arrange transport scheduling for the delivery of livestock in food operations

<b>UAN:</b>	<b>A/502/8009</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the SD.507S Arrange transport scheduling for delivery of 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>	This unit supports workforce development for those who arrange transport scheduling for the delivery of livestock in food operations in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, arranging transport scheduling for the delivery of livestock in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Gather information, produce and arrange transport schedule plans
<b>Assessment criteria</b>
The learner can: 1.1 prepare transport scheduling plans in the required format and at the appropriate time 1.2 agree transport scheduling plans with the relevant people 1.3 identify livestock available for collection and their location 1.4 collate and communicate information about livestock collection to relevant people 1.5 arrange transport for livestock to meet operational requirements 1.6 provide accurate delivery schedules to the relevant people.

<b>Learning outcome</b>
The learner will: 2 Monitor transport scheduling and processes
<b>Assessment criteria</b>
The learner can: 2.1 monitor deliveries received against transport schedules 2.2 recommend remedial actions for problems with delivery schedules 2.3 prepare vehicle cleaning schedules that meet safety and hygiene regulatory requirements 2.4 communicate vehicle cleaning schedules to relevant people 2.5 check that transport schedules meet legal requirements 2.6 complete transport scheduling documentation 2.7 make completed transport documentation available to relevant people.



## Unit 219

## Understand transport scheduling for the delivery of livestock in food operations

<b>UAN:</b>	<b>M/502/8010</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.508K Understand transport scheduling for delivery of 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 transport scheduling for the delivery of 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 transport scheduling for the delivery of 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 Know how to prepare transport scheduling plans
<b>Assessment criteria</b>
The learner can: 1.1 state why transport scheduling plans need to be produced for the collection of livestock 1.2 describe why transport schedules need to be monitored and how to monitor them 1.3 state why delivery schedules need to be provided 1.4 describe how to identify livestock for collection and their location 1.5 state what may happen if livestock for collection are not correctly identified 1.6 describe why information about the collection of livestock needs to be collated and communicated.

<b>Learning outcome</b>
The learner will: 2 Know how to monitor transport scheduling and processes
<b>Assessment criteria</b>
The learner can: 2.1 state why cleaning schedules need to be developed for transport vehicles 2.2 describe how to develop cleaning schedules for transport vehicles which conform to health and safety and hygiene regulations 2.3 describe how to collate and communicate information concerning the collection of livestock 2.4 state how to make transport arrangements 2.5 list who needs to agree or authorise transport schedules 2.6 list who needs to know about plans for the collection and location of livestock 2.7 state who needs to know about transport arrangements 2.8 describe how to communicate cleaning schedules and who to communicate them to.

## Unit 220

## Monitor and control the reception of livestock in food operations

<b>UAN:</b>	<b>T/502/8011</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the SD.513S Monitor and control reception of 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 monitor and control the reception of 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, monitoring and controlling the reception of livestock in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 livestock during reception
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 follow the organisation's procedures to ensure that reception of livestock meets operational and statutory requirements</li> <li>1.2 check that the livestock received matches information on the delivery documentation</li> <li>1.3 identify and report livestock that is out of specification</li> <li>1.4 allocate and move livestock to holding areas following the organisation's procedures</li> <li>1.5 identify livestock in the holding areas in a way that enables traceability of finished product to a livestock producer</li> <li>1.6 complete documentation relating to receipt of livestock.</li> </ul>

## Unit 221

## Understand how to monitor and control reception of livestock in food operations

<b>UAN:</b>	<b>D/502/8018</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.514K Understand how to monitor and control reception of 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 monitor and control reception of 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 monitoring and controlling reception of 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 Know how to unload livestock
<b>Assessment criteria</b>
The learner can: 1.1 state the organisation's unloading procedures for receiving livestock why it needs to be monitored and controlled 1.2 describe how to unload different species of livestock 1.3 state the organisation's procedures for checking in livestock and why they need to be checked 1.4 state what constitutes casualty and out of specification livestock and how to identify them 1.5 list the organisation's procedures for dealing with casualty or out of specification livestock.

<b>Learning outcome</b>
The learner will: 2 Know how to move livestock to holding areas
<b>Assessment criteria</b>
The learner can: 2.1 describe the holding areas, their location and reason for use 2.2 describe methods used to move different species of livestock 2.3 list methods used to ensure that livestock can be traced from the livestock producer to the finished product and the importance of doing this 2.4 explain why livestock needs to be allocated to holding areas.

## Unit 222

## Monitor the health and welfare of livestock pre-slaughter in food operations

<b>UAN:</b>	<b>H/502/8019</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the SD.523S Monitor the health and welfare of 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 monitor the health and welfare of 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, monitoring the health and welfare of livestock pre-slaughter in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 welfare of livestock and report problems to the relevant person
<b>Assessment criteria</b>
The learner can: 1.1 monitor the safety, security and welfare of livestock 1.2 monitor the conditions and behaviour of livestock regularly 1.3 identify and report any problems with the condition and behaviour of livestock 1.4 check the condition of livestock awaiting unloading 1.5 follow organisations procedures to identify livestock that are dead on arrival, dying, diseased and injured and report to the relevant person 1.6 handle livestock safely and minimise stress and injury.

<b>Learning outcome</b>
The learner will: 2 Monitor environmental conditions for livestock in pre-slaughter areas
<b>Assessment criteria</b>
The learner can: 2.1 check environmental conditions to ensure the welfare of livestock 2.2 follow the organisation's procedures to deal with problems with environmental conditions.



## Unit 223

## Understand how to monitor the health and welfare of livestock pre-slaughter in food operations

<b>UAN:</b>	<b>Y/502/8020</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.524K Understand how to monitor the health and welfare of 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 understand how to monitor the health and welfare of 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 monitoring the health and welfare of 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 monitor welfare of livestock
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe the organisation's procedures for promoting and monitoring the health and wellbeing of livestock</li> <li>1.2 describe how to identify different conditions including stress in livestock</li> <li>1.3 state how to identify and approach livestock that need restraint, separation or isolation while causing minimum stress</li> <li>1.4 list the different causes that can affect livestock behaviour</li> <li>1.5 describe how to recognise and deal with different problems with livestock including: <ul style="list-style-type: none"> <li>a. appearance</li> <li>b. posture</li> <li>c. movement</li> <li>d. behaviour.</li> </ul> </li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to monitor environmental conditions to ensure the welfare of livestock
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe how to assess the suitability of environmental conditions</li> <li>2.2 state the importance of assessing the suitability of environmental conditions</li> <li>2.3 describe how to check vehicles, equipment and livestock in holding areas</li> <li>2.4 state own responsibility under animal welfare regulations and legislation.</li> </ul>

## Unit 224

## Maintain lairage and ante-mortem facilities in food operations

<b>UAN:</b>	<b>D/502/8021</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.527S Maintain lairage and ante-mortem facilities 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 lairage and ante-mortem facilities in a meat and poultry processing business. The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining lairage and ante-mortem facilities. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 work of others working in lairage and ante-mortem facilities
<b>Assessment criteria</b>
The learner can: 1.1 monitor the work of others in lairage and ante-mortem facilities 1.2 provide colleagues with clear information about the treatment of livestock including safe handling, humane treatment and efficient practices for movement 1.3 work with colleagues to ensure that problems are resolved 1.4 complete documentation and pass it to the relevant person.

<b>Learning outcome</b>
The learner will: 2 Monitor and maintain lairage and antemortem facilities
<b>Assessment criteria</b>
The learner can: 2.1 monitor and maintain holding areas for livestock in line with operational and statutory requirements 2.2 follow the organisation's procedures to deal with problems 2.3 follow the organisation's procedures to deal with problems whilst holding isolated livestock in lairage and antemortem livestock holding areas 2.4 monitor the welfare of livestock in line with operational and statutory requirements 2.5 hold and treat isolated livestock in line with operational and statutory requirements 2.6 control the feeding of livestock into the processing lines to maintain the processing line speeds required 2.7 follow the organisation's procedures to decide actions to take with livestock that do not conform with requirements or specifications.

## Unit 225

## Understand how to maintain lairage and ante-mortem facilities in food operations

<b>UAN:</b>	<b>H/502/8022</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.528K Understand how to maintain lairage and ante-mortem facilities 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 lairage and ante-mortem facilities, 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 lairage and ante-mortem facilities 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 monitor livestock in lairage and ante-mortem facilities
<b>Assessment criteria</b>
The learner can:
1.1 describe how to monitor the welfare of livestock
1.2 describe how to handle, move and treat livestock and inform others of the processes
1.3 list types of treatment which may be given to isolated livestock and why they need to be isolated
1.4 describe the holding methods are available to deal with isolated livestock
1.5 state how to feed livestock into processing lines and the effect of different line speeds.

<b>Learning outcome</b>
The learner will:
2 Know how to maintain facilities in lairage and ante-mortem areas
<b>Assessment criteria</b>
The learner can:
2.1 describe how to monitor and maintain livestock holding areas
2.2 state the importance of monitoring and maintaining livestock holding areas
2.3 list types of problems that may occur in livestock holding areas
2.4 list actions that can be taken to deal with problems in livestock holding areas
2.5 describe the effects on livestock in livestock holding areas when there is:
a. overcrowding
b. lack of amenities
c. improper treatment
d. unsafe or unhygienic conditions
and how these can be avoided.

## Unit 226

## Monitor bleeding for Kosher meat

<b>UAN:</b>	<b>M/502/8024</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 MP.201S Monitor bleeding 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 development for those who monitor bleeding for Kosher meat, in an abattoir.</p> <p>The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace for those who monitor bleeding for Kosher meat, in an abattoir. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of competent performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Ensure uninterrupted bleeding out following slaughter
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment for monitoring bleeding 1.2 check that resources and equipment are ready to carry out bleeding effectively 1.3 ensure that the carcase is moved to the right place at the bleeding point to carry out bleeding effectively 1.4 follow food business operator's (FBO) procedures for bleeding in compliance with regulations governing the Kashrut 1.5 check facilities for holding animals planned for bleeding and follow procedures to deal with any operational problems.

<b>Learning outcome</b>
The learner will: 2 Monitor the bleeding process
<b>Assessment criteria</b>
The learner can: 2.1 ensure that the carcase is moved into position at the specified time 2.2 ensure that the correct tools & methods for bleeding are used 2.3 follow FBO procedures for maintaining bleeding in compliance with regulations governing the Kashrut 2.4 ensure the specified time for bleeding as directed by the certifying rabbinical authority is met 2.5 complete and make available the required information/documentation.



## Unit 227

## Understand how to monitor bleeding for Kosher meat

<b>UAN:</b>	<b>T/502/8025</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the MP.202K Understand how to monitor bleeding 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 development for those who need to understand how to monitor bleeding for Kosher meat, in an abattoir.</p> <p>The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, monitoring bleeding 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 the Kosher meat requirements
<b>Assessment criteria</b>
The learner can:
1.1 summarise the methods of cutting and porging blood vessels, nerves and fats for kosher meat
1.2 describe the methods of soaking animals
1.3 describe the methods of salting, resting and rinsing
1.4 explain how to maintain materials and equipment for bleeding and Koshering to ensure they are effective, safe and meet the required religious and hygiene standards
1.5 explain how to maintain the security and integrity of Kashrut seals on Kosher meat.

<b>Learning outcome</b>
The learner will:
2 Understand how to monitor bleeding operations
<b>Assessment criteria</b>
The learner can:
2.1 describe how to use and interpret food business operator's (FBO) procedures for bleeding for Kosher meat
2.2 explain the importance of allocating staff with the competences and licences to perform tasks and duties
2.3 describe how to identify when team or individual support is required and how to provide effective support
2.4 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting bleeding problems
2.5 explain how to assess bleeding operations performance in terms of:
a. operational yield
b. target setting and achievement
c. compliance
d. improvement
2.6 describe the importance of reporting bleeding operations performance and improvement issues.

## Unit 228

## Monitor slaughter operations in meat processing

<b>UAN:</b>	<b>A/502/8026</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.203S Monitor carcase production 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 control the slaughter process in an abattoir or meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, organising and controlling the slaughter process. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 the slaughter process
<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 for monitoring slaughter operations</li> <li>1.2 contribute to throughput planning to meet processing requirements</li> <li>1.3 agree or confirm slaughter processing and output targets</li> <li>1.4 ensure livestock are available to meet output targets</li> <li>1.5 arrange the slaughter area to ensure that resources are available to meet the food business operator's (FBO) requirements for: <ul style="list-style-type: none"> <li>a. presentation for killing</li> <li>b. stunning</li> <li>c. bleeding</li> </ul> </li> <li>1.6 allocate staff to specific slaughter tasks and duties taking account of their competence and experience</li> <li>1.7 complete and make available the required processing documentation.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control the slaughter process
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee processing activity and provide support to ensure that processing flow is maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from the slaughter area including: <ul style="list-style-type: none"> <li>a. animal welfare</li> <li>b. technical issues</li> <li>c. resource issues</li> <li>d. compliance issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from the slaughter area according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from the slaughter area</li> <li>2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO procedures.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Complete and report monitoring of slaughter operations
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available slaughter monitoring information/ documentation</p> <p>3.2 report faults and matters that affect future processing performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for processing improvement or about the implementation of improvements.</p>

## Unit 229

## Understand how to monitor slaughter operations in meat processing

<b>UAN:</b>	<b>J/502/8028</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the MP.206K Understand how to monitor an automated meat of poultry processing 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 slaughter operations in a meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring slaughter 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 organise the slaughter process
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline the regulatory requirements covering animal welfare for the presentation of animals for killing</li> <li>1.2 describe the machinery, utilities and equipment used in slaughter operations</li> <li>1.3 explain how to plan throughput schedules and output targets for slaughter operations</li> <li>1.4 outline how to organise livestock to meet output targets</li> <li>1.5 explain how to allocate specific tasks and duties in the slaughter process to make the best use of staff competence and experience</li> <li>1.6 outline how to record, report and complete documentation for slaughter processes.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to control the slaughtering process
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 outline how to identify and deal with non-compliance in slaughter operations</li> <li>2.2 explain how to organise and control the slaughter area</li> <li>2.3 outline how to ensure that physical resources needed for the slaughter process are available and are functioning.</li> <li>2.4 describe the importance of controlling quality and quantity of output from slaughtering operations</li> <li>2.5 explain problems affecting quality or quantity of output from the slaughter area, and how to deal with problems, including: <ul style="list-style-type: none"> <li>a. animal welfare</li> <li>b. technical issues</li> <li>c. resource issues</li> <li>d. compliance issues</li> </ul> </li> <li>2.6 outline how to deal with products that deviate from quality specifications or throughput schedules according to FBO procedures.</li> </ul>

## Unit 230

## Monitor carcase operations in meat processing

<b>UAN:</b>	<b>L/502/8029</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the MP.203S Monitor carcase production 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 control carcase operations in an abattoir or meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, organising and controlling carcase operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 carcase operations
<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 for monitoring carcase operations</li> <li>1.2 contribute to planning of carcase operations to meet processing requirements</li> <li>1.3 agree or confirm carcase processing and output targets</li> <li>1.4 ensure slaughtered stock are available to meet output targets</li> <li>1.5 arrange the carcase processing areas to ensure that resources are available to meet the food business operator's (FBO) requirements for <ul style="list-style-type: none"> <li>a. skinning</li> <li>b. splitting</li> <li>c. removal of head/feet/specified risk material</li> <li>d. evisceration</li> <li>e. trimming</li> </ul> </li> <li>1.6 allocate staff to specific carcase processing tasks and duties taking account of their competence and experience</li> <li>1.7 complete and make available the required processing documentation.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control carcase operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee processing activity and provide support to ensure that processing flow is maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from carcase processing including: <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. compliance issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from carcase processing according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from carcase processing</li> <li>2.5 deal with products that deviate from carcase quality specifications or throughput schedules according to FBO procedures.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Complete and report monitoring of carcase operations
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available carcase operations monitoring information/documentation</p> <p>3.2 report faults and matters that affect future operational performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for processing improvement or about the implementation of improvements.</p>

## Unit 231

## Understand how to monitor carcase operations in meat processing

<b>UAN:</b>	<b>F/502/8030</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.206K Understand how to monitor an automated meat or poultry processing 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 monitor carcase operations in a meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring carcase operations in a meat processing business. 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 organise carcase operations
<b>Assessment criteria</b>
<p>The learner can:</p> <p>1.1 describe the machinery, equipment and utilities used in carcase operations, including:</p> <ul style="list-style-type: none"> <li>a. skinning</li> <li>b. splitting</li> <li>c. removal of head/feet/specified risk material</li> <li>d. evisceration</li> <li>e. trimming</li> </ul> <p>1.2 describe how to plan throughput schedules and output targets for carcase operations</p> <p>1.3 explain how to allocate specific tasks and duties making best use of staff competence and experience</p> <p>1.4 outline how to record, report and complete documentation for carcase operations.</p>

<b>Learning outcome</b>
The learner will: 2 Understand how to control carcase operations
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 outline how to identify and deal with regulatory breaches in carcase operations</p> <p>2.2 explain how to organise the carcase processing area to maximise resources during:</p> <ul style="list-style-type: none"> <li>a. skinning</li> <li>b. splitting</li> <li>c. removal of head/feet/specified risk material</li> <li>d. evisceration</li> <li>e. trimming</li> </ul> <p>2.3 outline how to ensure that physical resources needed for the dressing process are available and functioning</p> <p>2.4 describe the importance of controlling quality and quantity of output from carcase operations</p> <p>2.5 explain problems affecting quality or quantity of output from carcase operations, and how to deal with problems including:</p> <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. compliance issues</li> </ul> <p>2.6 outline how to identify and deal with deviations from throughput schedules and output targets.</p>

## Unit 232

## Monitor carcase compliance and holding in meat processing

<b>UAN:</b>	<b>J/502/8031</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 MP.203S Monitor carcase production 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 control carcase compliance and holding in an abattoir or meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, organising and controlling carcase compliance and holding. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 carcass compliance and holding operations
<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 for monitoring compliance and holding operations</li> <li>1.2 contribute to planning of carcass compliance and holding operations to meet processing requirements</li> <li>1.3 agree or confirm carcass inspection and holding/storage and output targets</li> <li>1.4 ensure carcasses are available to meet output targets</li> <li>1.5 arrange the carcass inspection and holding/storage areas to ensure that resources are available to meet the food business operator's (FBO) requirements for <ul style="list-style-type: none"> <li>a. inspection/compliance</li> <li>b. holding/storage</li> </ul> </li> <li>1.6 allocate staff to specific carcass processing/ handling tasks and duties taking account of their competence and experience</li> <li>1.7 complete and make available the required processing documentation.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control carcass compliance and holding operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee processing and handling activity and provide support to ensure that compliance and holding requirements are maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from carcass compliance and holding including: <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. inspection issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from carcass compliance and holding according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from carcass compliance and holding</li> <li>2.5 deal with products that deviate from carcass quality specifications or throughput schedules according to FBO procedures.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Complete and report monitoring of carcase compliance and holding
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available carcase compliance and holding monitoring information/ documentation</p> <p>3.2 report faults and matters that affect future operational performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for processing improvement or about the implementation of improvements.</p>

## Unit 233

## Understand how to monitor carcase compliance and holding in meat processing

<b>UAN:</b>	<b>L/502/8032</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.206K Understand how to monitor an automated meat or poultry processing 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 monitor carcase compliance and holding in a meat processing 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 monitoring carcase compliance and holding in a meat processing business. 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 carcase compliance and holding operations
<b>Assessment criteria</b>
The learner can: 1.1 describe the machinery, equipment and utilities used in compliance and holding operations 1.2 explain how to plan throughput schedules and output targets for the carcase compliance and holding processes 1.3 outline how to organise the carcase compliance and holding operations 1.4 explain how to allocate specific tasks and duties in the processes to make best use of staff competence and experience 1.5 outline how to record, report and complete documentation for carcase compliance and holding operations.

<b>Learning outcome</b>
The learner will: 2 Understand how to control carcase compliance and holding operations
<b>Assessment criteria</b>
The learner can: 2.1 outline how to identify and deal with non-compliance in carcase processing and holding 2.2 outline how to ensure that physical resources needed for the processes are available and functioning 2.3 describe the importance of controlling quality and quantity of output 2.4 explain problems affecting quality of quantity of output from carcase compliance and holding operations and how to deal with problems, including: a. technical issues b. resource issues c. inspection issues 2.5 describe the types of quality and quantity problems and how to deal with them 2.6 outline how to deal with deviations from throughput schedules and output targets.

## Unit 234

## Monitor an automated meat/poultry processing system

<b>UAN:</b>	<b>R/502/8033</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the MP.205S Monitor an automated meat or poultry processing 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 monitor an automated meat/poultry processing system in an abattoir or meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring an automated meat/poultry processing system. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 start up of an automated processing system
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment for monitoring automated operations 1.2 support start up to ensure that resources are available to meet the food business operator's (FBO) requirements 1.3 confirm the operation of safety devices and security locks 1.4 agree or confirm schedules and output targets 1.5 ensure supplies and materials are available to meet output targets 1.6 allocate staff to specific tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation.

<b>Learning outcome</b>
The learner will: 2 Monitor processing in an automated meat or poultry system
<b>Assessment criteria</b>
The learner can: 2.1 oversee processing and provide support to ensure that FBO requirements are maintained 2.2 identify problems affecting the quality or quantity of output from processing including: a. technical issues b. resource issues 2.3 deal with problems affecting the quality or quantity of output according to FBO procedures 2.4 report problems affecting the quality or quantity of output 2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO procedures 2.6 complete and make available the required monitoring and processing documentation.

<b>Learning outcome</b>
The learner will: 3 Monitor shut down of an automated processing system
<b>Assessment criteria</b>
The learner can: 3.1 ensure the system is shut down according to FBO procedures 3.2 check the removal and storage of waste from processing 3.3 confirm the appropriate arrangements for service, maintenance and cleaning.

## Unit 235

## Understand how to monitor an automated meat/poultry processing system

<b>UAN:</b>	<b>Y/502/8034</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.206K Understand how to monitor an automated meat or poultry processing 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 monitor an automated processing system, in a meat or poultry processing business</p> <p>The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, monitoring an automated processing system, in a meat or poultry processing business. 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 procedures and features of automated processing
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe how to access and the importance of the food business operator's (FBO) procedures and specifications for automated processing</li> <li>1.2 summarise the regulatory and organisational requirements relating to the monitoring of an automated processing system</li> <li>1.3 outline the health and safety, and food safety standards to be adhered to when monitoring an automated meat or poultry processing system</li> <li>1.4 describe the key features of an automated meat or poultry processing system</li> <li>1.5 explain the advantages and disadvantages of an automated processing system compared with manual or semi automated operations.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to monitor automated processing
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain the importance of monitoring product quality, yield and processing performance</li> <li>2.2 outline why it is important to maximise yield and meet performance targets</li> <li>2.3 summarise the signs and symptoms of ineffective processing</li> <li>2.4 outline why it is important to complete processing records</li> <li>2.5 summarise why it is important to deal with and report processing problems in accordance with FBO procedures</li> <li>2.6 outline procedures for the storage and removal of waste from an automated processing system.</li> </ul>

<b>UAN:</b>	<b>D/502/8035</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the MP.207S Classify 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 development for those who classify carcasses in a meat or poultry processing business.</p> <p>The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace for those who classify meat/poultry carcasses. The learner must be able to demonstrate their competent 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 classify meat or poultry
<b>Assessment criteria</b>
The learner can: 1.1 source the relevant classification specifications and the food business operator's (FBO) classification procedures 1.2 select and use personal protective clothing and equipment 1.3 check the availability and cleanliness of classification work area, tools and equipment 1.4 locate the meat or poultry that require classification, according to work schedule.

<b>Learning outcome</b>
The learner will: 2 Classify meat or poultry
<b>Assessment criteria</b>
The learner can: 2.1 classify meat or poultry using the classification specification and FBO procedures 2.2 maintain the correct rate of classification according to work schedule 2.3 handle carcasses in a manner which maintains their quality and condition 2.4 ensure the classified meat or poultry is clearly labelled with its classification or grade 2.5 identify and deal with classification problems in accordance with the FBO procedures.

<b>Learning outcome</b>
The learner will: 3 Complete classification of meat or poultry
<b>Assessment criteria</b>
The learner can: 3.1 transfer the classified meat or poultry to storage or further processing 3.2 dispose of waste in accordance with FBO procedures 3.3 complete documentation and reporting in accordance with FBO procedures.

## Unit 237

## Monitor the recovery of by-products and disposal of waste in meat processing

<b>UAN:</b>	<b>H/502/8036</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.219S Monitor the recovery of meat or poultry offal or 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 monitor the recovery of by-products and disposal of waste in a meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring the recovery of by-products and disposal of waste in a meat processing business. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 monitoring operations
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment for monitoring operations 1.2 contribute to planning of process operations to meet food business operator's (FBO) requirements 1.3 agree or confirm processing and output targets 1.4 ensure materials and supplies are available to meet output targets 1.5 arrange the processing areas to ensure that resources are available to meet the FBO requirements 1.6 allocate staff to specific processing tasks and duties taking account of their competence and experience 1.7 complete and make available the required processing documentation.

<b>Learning outcome</b>
The learner will: 2 Organise and control the separation of by-products
<b>Assessment criteria</b>
The learner can: 2.1 organise work practices to separate by-products from waste 2.2 monitor the separation of by-products to protect their value and achieve optimum yield 2.3 ensure that FBO procedures to store and forward by-products are followed 2.4 monitor the separation of waste to enable later handling and avoid cross-contamination 2.5 monitor the storage of waste to ensure that waste levels do not exceed acceptable volumes 2.6 follow FBO procedures to deal with problems 2.7 complete and make available the required processing documentation.

<b>Learning outcome</b>
The learner will: 3 Organise and control the recovery of by-products for further processing
<b>Assessment criteria</b>
The learner can: 3.1 organise work practices to recover by-products 3.2 monitor the processing and recovery of useful by-products to achieve quality specifications and optimum yield 3.3 ensure FBO procedures for recovery are followed 3.4 deal with by-product and waste in ways which avoid cross-contamination.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Organise and control the disposal of waste and despatch of by-products</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 organise work practices to despatch by-products and dispose of waste</p> <p>4.2 ensure that fbo's procedures are followed to:</p> <ul style="list-style-type: none"> <li>a. despatch by-products</li> <li>b. dispose of waste</li> <li>c. deal with problems</li> </ul> <p>4.3 handle separated waste in a way that avoids:</p> <ul style="list-style-type: none"> <li>a. cross contamination</li> <li>b. environmental nuisance</li> <li>c. reduction in commercial value</li> <li>d. regulatory non-compliance.</li> </ul>

## Unit 238

## Understand how to monitor the recovery of by-products and disposal of waste in meat processing

<b>UAN:</b>	<b>K/502/8037</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.220K Principles of meat or poultry offal or by-product 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 development for those who need to understand how to monitor the recovery of by-products and disposal of waste, in a meat or poultry processing business</p> <p>The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, monitoring the recovery of by-products and disposal of waste, in a meat or poultry processing business. 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 monitoring operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe how to use and interpret FBO procedures for monitoring the recovery of by-products and disposal of waste</li> <li>1.2 explain the importance of allocating staff with the competences to perform tasks and duties</li> <li>1.3 explain why there is a need to update and amend schedules and resource information to meet business needs</li> <li>1.4 describe the probable impact of non-availability of staff or resources</li> <li>1.5 outline the communication methods and approaches required to maintain the monitoring of recovery of by-products and disposal of waste.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to organise and control separation and recovery operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain the purpose of monitoring the separation and recovery of by-products</li> <li>2.2 describe how to identify when team or individual support is required and how to provide effective support</li> <li>2.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting separation and recovery problems</li> <li>2.4 explain the requirement for and use of quality control</li> <li>2.5 explain the requirement for and use of maintenance and cleaning schedules</li> <li>2.6 explain how to assess separation and recovery performance in terms of: <ul style="list-style-type: none"> <li>a. operational yield</li> <li>b. target setting and achievement</li> <li>c. compliance</li> <li>d. improvement</li> </ul> </li> <li>2.7 describe the importance of reporting separation and recovery performance and improvement issues.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand how to organise and control disposal of waste and despatch of by-product</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the purpose of monitoring the disposal of waste and despatch of by-products</p> <p>3.2 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting problems for the disposal of waste and despatch of by-product</p> <p>3.3 explain how to assess disposal and despatch performance in terms of:</p> <ul style="list-style-type: none"> <li>a. operational yield</li> <li>b. target setting and achievement</li> <li>c. compliance</li> <li>d. improvement</li> </ul> <p>3.4 describe the importance of reporting disposal and despatch performance and improvement issues.</p>

## Unit 239

## Monitor the recovery of co-products and disposal of waste in meat processing

<b>UAN:</b>	<b>M/502/8038</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.219S Monitor the recovery of meat or poultry offal or 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 monitor the recovery of co-products and disposal of waste in a meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring the recovery of co-products and disposal of waste in a meat processing business. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 monitoring operations
<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 for monitoring operations</li> <li>1.2 contribute to planning of process operations to meet food business operator's (FBO) requirements</li> <li>1.3 agree or confirm processing and output targets</li> <li>1.4 ensure materials and supplies are available to meet output targets</li> <li>1.5 arrange the processing areas to ensure that resources are available to meet the FBO requirements</li> <li>1.6 allocate staff to specific processing tasks and duties taking account of their competence and experience</li> <li>1.7 complete and make available the required processing documentation.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Organise and control the recovery of co-products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 organise work practices to recover co-products from waste</li> <li>2.2 monitor the recovery of co-products to protect their value and achieve optimum yield</li> <li>2.3 ensure that FBO procedures to store and forward co-products are followed</li> <li>2.4 monitor the removal of waste to enable later handling and avoid cross-contamination</li> <li>2.5 monitor the storage of waste to ensure that waste levels do not exceed acceptable volumes</li> <li>2.6 follow FBO procedures to deal with problems</li> <li>2.7 complete and make available the required processing documentation.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Organise and control the disposal of waste and despatch of co-products</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 organise work practices to despatch co-products and dispose of waste</p> <p>3.2 ensure that FBO procedures are followed to:</p> <ul style="list-style-type: none"> <li>a. despatch by-products</li> <li>b. dispose of waste</li> <li>c. deal with problems</li> </ul> <p>3.3 handle separated waste in a way that avoids:</p> <ul style="list-style-type: none"> <li>a. cross contamination</li> <li>b. reduction in commercial value</li> <li>c. regulatory non-compliance</li> </ul> <p>3.4 follow FBO procedures to deal with problems</p> <p>3.5 complete and make available the required processing documentation.</p>



## Unit 240

## Understand how to monitor the recovery of co-products and disposal of waste in meat processing

<b>UAN:</b>	<b>T/502/8039</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.220.2K 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 monitor the recovery of co-products and disposal of waste, in a meat or poultry processing business.</p> <p>The unit is designed for use by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, monitoring the recovery of co-products and disposal of waste, in a meat or poultry processing business. 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 monitoring operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe how to use and interpret FBO procedures for monitoring the recovery of co-products and disposal of waste</li> <li>1.2 explain the importance of allocating staff with the competences to perform tasks and duties</li> <li>1.3 explain why there is a need to update and amend schedules and resource information to meet business needs</li> <li>1.4 describe the probable impact of non-availability of staff or resources</li> <li>1.5 outline the communication methods and approaches required to maintain the monitoring of recovery of co-products and disposal of waste.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand how to organise and control recovery operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain the purpose of monitoring the recovery of co-products</li> <li>2.2 describe how to identify when team or individual support is required and how to provide effective support</li> <li>2.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting recovery problems</li> <li>2.4 explain the requirement for and use of quality control</li> <li>2.5 explain the requirement for and use of maintenance and cleaning schedules</li> <li>2.6 explain how to assess recovery performance in terms of: <ul style="list-style-type: none"> <li>a. operational yield</li> <li>b. target setting and achievement</li> <li>c. compliance</li> <li>d. improvement</li> </ul> </li> <li>2.7 describe the importance of reporting recovery performance and improvement issues.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand how to organise and control disposal of waste and despatch of co-product</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the purpose of monitoring the disposal of waste and despatch of co-products</p> <p>3.2 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting problems for the disposal of waste and despatch of co-product</p> <p>3.3 explain how to assess disposal and despatch performance in terms of:</p> <ul style="list-style-type: none"> <li>a. operational yield</li> <li>b. target setting and achievement</li> <li>c. compliance</li> <li>d. improvement</li> </ul> <p>3.4 describe the importance of reporting disposal and despatch performance and improvement issues.</p>

## Unit 241

## Monitor primal butchery in meat processing

<b>UAN:</b>	<b>K/502/8040</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the MP.214S Monitor meat or poultry further 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 monitor primal butchery in a meat or poultry processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring primal butchery in meat or poultry processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and prepare for primal meat or poultry butchery
<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 for monitoring primal butchery</li> <li>1.2 contribute to throughput planning to meet primal butchery requirements</li> <li>1.3 confirm primal butchery requirements and output targets, and plan processing activities</li> <li>1.4 arrange the primal butchery area to ensure that resources are available to meet the food business operator's (FBO) requirements including: <ul style="list-style-type: none"> <li>a. tools and equipment</li> <li>b. raw materials and supplies</li> </ul> </li> <li>1.5 allocate staff to specific tasks and duties taking account of their competence and experience.</li> <li>1.6 identify and report any non-compliance or shortfall in resource or staff requirements.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control primal meat or poultry butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee primal butchery and provide support to ensure that processing flow and yield is maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from primal butchery including: <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. compliance issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from primal butchery according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from primal butchery</li> <li>2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO procedures</li> <li>2.6 ensure that products are stored or transferred to the next stage of processing.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Complete and report monitoring of primal meat or poultry butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available primal butchery monitoring and processing information/ documentation</p> <p>3.2 report faults and matters that affect future processing performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for processing improvement or about the implementation of improvements.</p>

## Unit 242

## Understand how to monitor primal butchery in meat processing

<b>UAN:</b>	<b>M/502/8041</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.215K Understand how to monitor meat and poultry further 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 monitor primal butchery in a meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring primal butchery in a meat processing business. 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 plan schedules and resources for primal butchery
<b>Assessment criteria</b>
The learner can: 1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing primal butchery 1.2 define the primal butchery team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing primal butchery 1.4 explain the probable impact of inadequate process scheduling and resourcing

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for monitoring of primal butchery
<b>Assessment criteria</b>
The learner can: 2.1 describe how to use and interpret FBO procedures for primal butchery 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain primal butchery processing.

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



## Unit 243

## Monitor secondary butchery in meat processing

<b>UAN:</b>	<b>T/502/8042</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the MP.214S Monitor meat or poultry further 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 monitor secondary butchery in a meat or poultry processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring secondary butchery in meat or poultry processing. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and prepare for secondary meat or poultry butchery
<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 for monitoring secondary butchery</li> <li>1.2 contribute to throughput planning to meet secondary butchery requirements</li> <li>1.3 confirm secondary butchery requirements and output targets, and plan processing activities</li> <li>1.4 arrange the secondary butchery area to ensure that resources are available to meet the food business operator's (FBO) requirements including: <ul style="list-style-type: none"> <li>a. boning</li> <li>b. seaming or filleting</li> <li>c. trimming</li> </ul> </li> <li>1.5 allocate staff to specific tasks and duties taking account of their competence and experience.</li> <li>1.6 identify and report any non-compliance or shortfall in resource or staff requirements.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control secondary meat or poultry butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee secondary butchery and provide support to ensure that processing flow and yield is maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from secondary butchery including: <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. compliance issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from secondary butchery according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from secondary butchery</li> <li>2.5 deal with products that deviate from quality specifications or throughput schedules according to FBO procedures</li> <li>2.6 ensure that products are stored or transferred to the next stage of processing.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Complete and report monitoring of secondary meat or poultry butchery</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available secondary butchery monitoring and processing information/documentation</p> <p>3.2 report faults and matters that affect future processing performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for processing improvement or about the implementation of improvement.</p>

## Unit 244

## Understand how to monitor secondary butchery in meat processing

<b>UAN:</b>	<b>A/502/8043</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.215K Understand how to monitor meat and poultry further 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 monitor secondary butchery in a meat processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring secondary butchery in a meat processing business. 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 plan schedules and resources for secondary butchery
<b>Assessment criteria</b>
The learner can: 1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing secondary butchery 1.2 define the secondary butchery team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing secondary butchery 1.4 explain the probable impact of inadequate process scheduling and resourcing.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for monitoring of secondary butchery
<b>Assessment criteria</b>
The learner can: 2.1 describe how to use and interpret FBO procedures for secondary butchery 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain secondary butchery processing.

<b>Learning outcome</b>
The learner will: 3 Understand how to monitor and report on secondary butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the purpose of monitoring secondary butchery operations</p> <p>3.2 describe how to identify when team or individual support is required and how to provide effective support</p> <p>3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting secondary butchery problems</p> <p>3.4 explain the requirement for and use of quality control documentation</p> <p>3.5 explain the requirement for and use of maintenance and cleaning schedules</p> <p>3.6 explain how to assess secondary butchery performance in terms of</p> <ol style="list-style-type: none"> <li>operational yield</li> <li>target setting and achievement</li> <li>compliance</li> <li>improvement</li> </ol> <p>3.7 describe the importance of reporting secondary butchery performance and improvement issues.</p>

## Unit 245

## Monitor butchery in sales operations

<b>UAN:</b>	<b>J/502/8045</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the MP.214S Monitor meat or poultry further 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 monitor butchery in a meat and poultry wholesale or sales business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring butchery in a meat and poultry sales operation. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and prepare for meat and poultry butchery
<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 for monitoring butchery</li> <li>1.2 contribute to planning butchery to meet business requirements</li> <li>1.3 confirm butchery requirements and output targets, and plan butchery activities</li> <li>1.4 arrange the butchery area to ensure that resources are available to meet the food business operator's (FBO) requirements including: <ul style="list-style-type: none"> <li>a. primal cutting</li> <li>b. boning</li> <li>c. seaming or filleting</li> <li>d. trimming</li> <li>e. slicing/dicing</li> <li>f. jointing/stringing</li> </ul> </li> <li>1.5 allocate staff to specific tasks and duties taking account of their competence and experience.</li> <li>1.6 identify and report any non-compliance or shortfall in resource or staff requirements.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control meat and poultry butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee butchery and provide support to ensure that butchery output and yield is maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from butchery including: <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. compliance issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from butchery according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from butchery</li> <li>2.5 deal with products that deviate from quality specifications according to FBO procedures</li> <li>2.6 ensure that products are stored or transferred to the next stage of handling.</li> </ul>



<b>Learning outcome</b>
The learner will: 3 Complete and report monitoring of meat and poultry butchery
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available butchery monitoring information/documentation</p> <p>3.2 report faults and matters that affect future butchery performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for improvement or about the implementation of improvement.</p>

## Unit 246

## Understand how to monitor butchery in sales operations

<b>UAN:</b>	<b>L/502/8046</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.215K Understand how to monitor meat and poultry further 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 monitor butchery in a meat and poultry wholesale or sales business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring butchery in a meat and poultry wholesale or sales business. 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 plan schedules and resources for butchery
<b>Assessment criteria</b>
The learner can: 1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing butchery 1.2 define the butchery team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing butchery 1.4 explain the probable impact of inadequate process scheduling and resourcing.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for monitoring of butchery
<b>Assessment criteria</b>
The learner can: 2.1 describe how to use and interpret FBO procedures for butchery 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain butchery processing.

<b>Learning outcome</b>
The learner will: 3 Understand how to monitor and report on butchery
<b>Assessment criteria</b>
The learner can: 3.1 explain the purpose of monitoring butchery operations 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting butchery problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning schedules 3.6 explain how to assess butchery performance in terms of: a. operational yield b. target setting and achievement c. compliance d. improvement 3.7 describe the importance of reporting butchery performance and improvement issues.

## Unit 247

## Monitor the manufacture of meat products/preparations

<b>UAN:</b>	<b>R/502/8047</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 MP.214S Monitor meat or poultry further 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 monitor the manufacture of meat products/preparations in a meat or poultry business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring the manufacture of meat products/preparations in a meat or poultry business. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and prepare for manufacture of meat products or preparations
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment for manufacture 1.2 contribute to planning manufacture to meet business requirements 1.3 confirm manufacturing requirements and output targets, and plan manufacturing activities 1.4 arrange the manufacturing area to ensure that resources are available to meet the food business operator's (FBO) requirements 1.5 allocate staff to specific tasks and duties taking account of their competence and experience. 1.6 identify and report any non-compliance or shortfall in resource or staff requirements.

<b>Learning outcome</b>
The learner will: 2 Control the manufacture of meat products or preparations
<b>Assessment criteria</b>
The learner can: 2.1 oversee manufacture and provide support to ensure that output and yield is maintained 2.2 identify problems affecting the quality or quantity of output from manufacture including: a. technical issues b. resource issues c. compliance issues 2.3 deal with problems affecting the quality or quantity of output from manufacture according to FBO procedures 2.4 report problems affecting the quality or quantity of output from manufacture 2.5 deal with products that deviate from quality specifications according to FBO procedures 2.6 ensure that products are stored or transferred to the next stage of handling.

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Complete and report on monitoring of meat product or preparation manufacture</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available manufacture monitoring information/documentation</p> <p>3.2 report faults and matters that affect future manufacturing performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for improvement or about the implementation of improvement.</p>

## Unit 248

## Understand how to monitor the manufacture of meat products/preparations

<b>UAN:</b>	<b>Y/502/8048</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.215K Understand how to monitor meat and poultry further 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 monitor the manufacture of meat products/preparations, in a food business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring the manufacture of meat products/preparations in a food business. 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 plan schedules and resources for manufacture of meat products/ preparations
<b>Assessment criteria</b>
The learner can: 1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing manufacture 1.2 define the manufacturing team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing manufacture 1.4 explain the probable impact of inadequate process scheduling and resourcing.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for monitoring of meat product/preparation manufacture
<b>Assessment criteria</b>
The learner can: 2.1 describe how to use and interpret FBO procedures for manufacture 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain manufacture.



<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand how to monitor and report on meat product/preparation manufacture</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the purpose of monitoring manufacturing operations</p> <p>3.2 describe how to identify when team or individual support is required and how to provide effective support</p> <p>3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting manufacturing problems</p> <p>3.4 explain the requirement for and use of quality control documentation</p> <p>3.5 explain the requirement for and use of maintenance and cleaning schedules</p> <p>3.6 explain how to assess manufacturing performance in terms of</p> <ol style="list-style-type: none"> <li>operational yield</li> <li>target setting and achievement</li> <li>compliance</li> <li>improvement</li> </ol> <p>3.7 describe the importance of reporting manufacturing performance and improvement issues.</p>

## Unit 249

## Monitor treatment operations in meat processing

<b>UAN:</b>	<b>D/502/8049</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the MP.214S Monitor meat or poultry further 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 monitor treatment operations e.g. curing, injecting, marinating, massaging, smoking and tumbling in a meat or poultry processing business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring treatment operations e.g. curing, injecting, marinating, massaging, smoking and tumbling in a meat or poultry processing business. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and prepare for meat or poultry treatment operations
<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 for treatment operations</li> <li>1.2 contribute to planning treatment operations to meet business requirements</li> <li>1.3 confirm treatment operational requirements and output targets, and plan activities</li> <li>1.4 arrange the treatment operations area to ensure that resources are available to meet the food business operator's (FBO) requirements</li> <li>1.5 allocate staff to specific tasks and duties taking account of their competence and experience.</li> <li>1.6 identify and report any non-compliance or shortfall in resource or staff requirements.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control meat or poultry treatment operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 oversee treatment operations and provide support to ensure that output and yield is maintained</li> <li>2.2 identify problems affecting the quality or quantity of output from treatment operations including: <ul style="list-style-type: none"> <li>a. technical issues</li> <li>b. resource issues</li> <li>c. compliance issues</li> </ul> </li> <li>2.3 deal with problems affecting the quality or quantity of output from treatment operations according to FBO procedures</li> <li>2.4 report problems affecting the quality or quantity of output from treatment operations</li> <li>2.5 deal with products that deviate from quality specifications according to FBO procedures</li> <li>2.6 ensure that products are stored or transferred to the next stage of handling.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Complete and report on monitoring of meat or poultry treatment operations</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available treatment operations monitoring information/documentation</p> <p>3.2 report faults and matters that affect future treatment operations performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for improvement or about the implementation of improvement..</p>

## Unit 250

## Understand how to monitor treatment operations in meat processing

<b>UAN:</b>	<b>R/502/8050</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the MP.215K Understand how to monitor meat and poultry further 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 monitor treatment operations e.g. curing, injecting, marinating, massaging, smoking, steaming and tumbling, in a food business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring treatment operations e.g. curing, injecting, marinating, massaging, smoking, steaming and tumbling, in a food business. 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 plan schedules and resources for meat or poultry treatment operations
<b>Assessment criteria</b>
The learner can: 1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing treatment operations 1.2 define the treatment operations team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing treatment operations 1.4 explain the probable impact of inadequate process scheduling and resourcing.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for monitoring of meat or poultry treatment operations
<b>Assessment criteria</b>
The learner can: 2.1 describe how to use and interpret FBO procedures for treatment operations 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain treatment operations.

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand how to monitor and report on meat or poultry treatment operations</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the purpose of monitoring treatment operations</p> <p>3.2 describe how to identify when team or individual support is required and how to provide effective support</p> <p>3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting treatment operations problems</p> <p>3.4 explain the requirement for and use of quality control documentation</p> <p>3.5 explain the requirement for and use of maintenance and cleaning schedules</p> <p>3.6 explain how to assess treatment operations performance in terms of:</p> <ul style="list-style-type: none"> <li>a. operational yield</li> <li>b. target setting and achievement</li> <li>c. compliance</li> <li>d. improvement</li> </ul> <p>3.7 describe the importance of reporting treatment operations performance and improvement issues.</p>

## Unit 251

## Monitor the slicing and wrapping of meat/meat products

<b>UAN:</b>	<b>Y/502/8051</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 MP.214S Monitor meat or poultry further 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 monitor slicing and wrapping of meat/meat products in a meat/poultry processing or sales business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring slicing and wrapping of meat/meat products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and prepare for slicing and wrapping of meat or meat products
<b>Assessment criteria</b>
The learner can: 1.1 select and use personal protective clothing and equipment for slicing and wrapping 1.2 contribute to planning slicing and wrapping to meet business requirements 1.3 confirm slicing and wrapping requirements and output targets, and plan activities 1.4 arrange the slicing and wrapping area to ensure that resources are available to meet the food business operator's (FBO) requirements 1.5 allocate staff to specific tasks and duties taking account of their competence and experience. 1.6 identify and report any non-compliance or shortfall in resource or staff requirements.

<b>Learning outcome</b>
The learner will: 2 Control slicing and wrapping of meat or meat products
<b>Assessment criteria</b>
The learner can: 2.1 oversee slicing and wrapping and provide support to ensure that output and yield is maintained 2.2 identify problems affecting the quality or quantity of output from slicing and wrapping including: a. technical issues b. resource issues c. compliance issues 2.3 deal with problems affecting the quality or quantity of output from slicing and wrapping according to FBO procedures 2.4 report problems affecting the quality or quantity of output from slicing and wrapping 2.5 deal with products that deviate from quality specifications according to FBO procedures 2.6 ensure that products are stored or transferred to the next stage of handling.

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Complete and report on monitoring of slicing and wrapping of meat or meat products</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 complete and make available slicing and wrapping monitoring information/documentation</p> <p>3.2 report faults and matters that affect future slicing and wrapping performance, tools and equipment</p> <p>3.3 ensure that maintenance and cleaning records are complete</p> <p>3.4 ensure that handover or shut down procedures are followed</p> <p>3.5 make recommendations for improvement or about the implementation of improvement.</p>

## Unit 252

## Understand how to monitor the slicing and wrapping of meat/meat products

<b>UAN:</b>	<b>J/502/8059</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the MP.215K Understand how to monitor meat and poultry further 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 monitor the slicing and wrapping of meat/meat products, in a food business.</p> <p>The unit is designed for use primarily by team leaders, supervisors, managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring the slicing and wrapping of meat/meat products in a food business. 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 plan schedules and resources for slicing and wrapping of meat/meat products
<b>Assessment criteria</b>
The learner can: 1.1 explain the food business operator's (FBO) arrangements for scheduling and resourcing slicing and wrapping 1.2 define the slicing and wrapping team objectives and team competences 1.3 describe systems and procedures for planning, scheduling and resourcing slicing and wrapping 1.4 explain the probable impact of inadequate process scheduling and resourcing.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for monitoring of slicing and wrapping of meat/meat products
<b>Assessment criteria</b>
The learner can: 2.1 describe how to use and interpret FBO procedures for slicing and wrapping 2.2 explain the importance of allocating staff with the competences to perform tasks and duties 2.3 explain why there is a need to update and amend schedules and resource information to meet business needs 2.4 describe the probable impact of non-availability of staff or resources 2.5 outline the communication methods and approaches required to maintain slicing and wrapping.

<b>Learning outcome</b>
The learner will: 3 Understand how to monitor and report on slicing and wrapping of meat/meat products
<b>Assessment criteria</b>
The learner can: 3.1 explain the purpose of monitoring slicing and wrapping 3.2 describe how to identify when team or individual support is required and how to provide effective support 3.3 explain the food business operator's (FBO) arrangements for identifying, dealing with and reporting slicing and wrapping problems 3.4 explain the requirement for and use of quality control documentation 3.5 explain the requirement for and use of maintenance and cleaning

	schedules
3.6	explain how to assess slicing and wrapping performance in terms of: <ul style="list-style-type: none"><li>a. operational yield</li><li>b. target setting and achievement</li><li>c. compliance</li><li>d. improvement</li></ul>
3.7	describe the importance of reporting slicing and wrapping performance and improvement issues.

## Unit 253

## Plan and co-ordinate bake-off operations in food manufacture

<b>UAN:</b>	<b>J/602/4569</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 PM.117S Plan and co-ordinate bake-off operations 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 plan and co-ordinate bake-off operations in a food manufacturing business.</p> <p>The unit is designed for use primarily by supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when planning and co-ordinating bake-off operations 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 Plan resources to meet expected demand for bake-off operations
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 ensure the plan includes sufficient personnel to undertake all work activities required to meet expected bake-off demand</li> <li>1.2 ensure the plan allocates personnel with relevant competencies to appropriate work activities</li> <li>1.3 confirm availability of the following items required for planned bake-off operations <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. resources</li> </ul> </li> <li>1.4 include contingency plans to deal with potential problems</li> <li>1.5 ensure the plan complies with all legal and standard operational requirements.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Monitor bake-off operations against production requirements
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 monitor progress against targets</li> <li>2.2 provide supervision and support to the team to resolve difficulties and ensure targets are met</li> <li>2.3 report difficulties outside own sphere of responsibility to the relevant people</li> <li>2.4 ensure that records of bake-off operations are accurate, complete and stored for easy retrieval</li> <li>2.5 take corrective action to deal with technical or material faults</li> <li>2.6 ensure that bake-off operations meet legal and standard operational requirements</li> <li>2.7 manage risk and ensure the workplace is hazard-free.</li> </ul>

## Unit 254

## Understand how to plan and co-ordinate bake-off operations in food manufacture

<b>UAN:</b>	<b>A/602/4570</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the PM.118K Understand how to plan and co-ordinate bake-off operations 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 plan and coordinate bake-off operations in a food manufacturing business.</p> <p>The unit is designed for use primarily by food supervisors and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning and coordinating bake-off operations in food manufacture. 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 plan bake-off operations
<b>Assessment criteria</b>
The learner can: 1.1 describe the key features of legal and operational requirements relating to bake-off operations 1.2 explain how to plan resources to meet planned and expected demand 1.3 describe how to estimate and allow for contingencies 1.4 describe the competence and development needs of personnel 1.5 describe how to check on the availability of materials.

<b>Learning outcome</b>
The learner will: 2 Know how to co-ordinate bake-off operations
<b>Assessment criteria</b>
The learner can: 2.1 describe the tools and equipment used in bake-off operations and their safe use 2.2 describe the potential hazards and risks in the working environment 2.3 explain how to supervise and support people to achieve objectives 2.4 describe how to take corrective actions within the limits of own responsibility 2.5 describe how to keep quality records and their applicability to bake-off operations.

## Unit 255

## Maximise sales in a food retail environment

<b>UAN:</b>	<b>D/601/5280</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SO.4075 Maximise sales of food products in a food 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 maximise sales 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, maximising sales in a food retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 to increase retail sales through promotions and displays
<b>Assessment criteria</b>
The learner can: 1.1 use current and recent performance, and other relevant information to identify opportunities to increase sales 1.2 plan promotions and displays and communicate and agree these plans with the relevant people 1.3 encourage staff to identify potential opportunities to increase retail sales 1.4 organise promotional materials and ensure product availability 1.5 inform colleagues and staff of plans in advance.

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

<b>Learning outcome</b>
The learner will: 3 Promote food and drink products to customers
<b>Assessment criteria</b>
The learner can: 3.1 provide customers with information about promotions in a manner which maximises sales 3.2 identify and carry out actions which offer the greatest potential for converting promotions into sales.

## Unit 256

## Understand how to maximise sales of food products in a retail environment

<b>UAN:</b>	<b>R/601/5292</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 SO.408K Understand how to maximise sales of 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 maximise sales of food products in a retail environment, 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 maximising sales of 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 confirm with required standards for displaying goods
<b>Assessment criteria</b>
The learner can: 1.1 explain why it is important to check the accuracy and legal probity of information and how to check this information 1.2 detail rights, duties and responsibilities relating to the Sale of Goods Act 1.3 define the organisation's display standards 1.4 explain the advantages and disadvantages of different price marking methods 1.5 describe the types of product to which different price marking methods are appropriate, and how to implement them 1.6 explain pricing policy and price changes and sources of information on prices 1.7 define the legal requirements to be met in pricing goods for sale.

<b>Learning outcome</b>
The learner will: 2 Know how to deal with problems in displaying goods
<b>Assessment criteria</b>
The learner can: 2.1 explain why it is important to take corrective action promptly when problems with pricing are identified 2.2 describe the causes of stock deterioration and damage and how these impact upon products 2.3 explain procedures for: a. stock replenishment b. stock rotation c. stock monitoring d. dealing with sub-standard goods.

<b>Learning outcome</b>
The learner will: 3 Know how to assess and monitor displays
<b>Assessment criteria</b>
The learner can: 3.1 explain how to collect, collate, record and monitor pricing information and why it is important to do this 3.2 describe how to select and implement appropriate assessment methods for the promotion/display and why this is important 3.3 describe how to keep records and why it is important to do this.

## Unit 257

## Understand how to plan to maximise sales of food products in a retail environment

<b>UAN:</b>	<b>D/601/5294</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the SO.408K Understand how to maximise sales of 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 plan to maximise sales of food products in a retail environment, 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 planning to maximise sales of 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 identify sales and demand
<b>Assessment criteria</b>
The learner can: 1.1 explain how to identify and assess sales opportunities 1.2 explain how seasonal trends affect opportunities for sales 1.3 outline trends in the level of demand 1.4 describe the relationship between using promotions and displays and increasing sales 1.5 explain how to promote products in ways that gain and build customer interest.

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

<b>Learning outcome</b>
The learner will: 3 Know how to construct displays
<b>Assessment criteria</b>
The learner can: 3.1 explain the purpose and effectiveness of different types of displays 3.2 describe what product/service information to use 3.3 explain how the positioning of information influences its effectiveness in promoting products or services 3.4 outline the availability and location of stock and other resources 3.5 explain the procedure for obtaining promotional materials.

## Unit 258

## Set up and maintain food retail operations

<b>UAN:</b>	<b>M/602/4579</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 SO.419S Set up and maintain retail operations 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 set up and maintain retail operations 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, setting up and maintaining food retail operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 retail operations
<b>Assessment criteria</b>
The learner can: 1.1 agree and confirm standards and targets for retail operations to meet business requirements 1.2 provide support and supervision to enable own team to meet specified targets and standards 1.3 allocate resources to ensure that standards and targets are met 1.4 allocate tasks and instruct relevant people to ensure that standards and targets are met.

<b>Learning outcome</b>
The learner will: 2 Maintain the effectiveness and efficiency of retail operations
<b>Assessment criteria</b>
The learner can: 2.1 monitor that standards and targets are being met 2.2 identify and resolve problems in retail operations within the limit of own responsibilities 2.3 measure work outputs and achievements against targets in order to identify potential improvements to the retail process 2.4 ensure that all records and documentation are legible, accurate and complete.

## Unit 259

## Monitor effectiveness of food retail operations

<b>UAN:</b>	<b>H/602/4580</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.420S Monitor effectiveness of retail operations 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 monitor effectiveness of retail operations 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, monitoring effectiveness of food retail operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 retail operations
<b>Assessment criteria</b>
The learner can: 1.1 monitor retail operations against targets 1.2 check that the quality of the products and customer service are maintained 1.3 adapt allocation of work activities to meet changing priorities and targets 1.4 report factors influencing effectiveness which are outside own area of responsibility to the relevant people 1.5 make recommendations to improve retail operations to the relevant people.

<b>Learning outcome</b>
The learner will: 2 Control risk in the workplace
<b>Assessment criteria</b>
The learner can: 2.1 monitor correct and safe use of all tools and equipment to minimise risk 2.2 identify and take corrective action regarding potential and actual hazards in the workplace.

## Unit 260

## Understand how to co-ordinate food retail operations

<b>UAN:</b>	<b>K/602/4581</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.421K Understand how to co-ordinate retail operations 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 co-ordinate food retail operations, 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 co-ordinating food retail 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 set up retail operations in food operations
<b>Assessment criteria</b>
The learner can: 1.1 outline the key features of legal and operational requirements 1.2 describe the standard operating procedures with respect to retail operations 1.3 explain how to set and agree targets for retail operations.

<b>Learning outcome</b>
The learner will: 2 Know how to maintain retail operations in food operations
<b>Assessment criteria</b>
The learner can: 2.1 explain why it is important to have cost-effective and efficient retail operations 2.2 explain why it is important to work to targets and standards 2.3 describe what action to take on variances and non-compliance in maintaining conditions 2.4 describe the corrective action to take and procedures to follow when dealing with contingencies.

## Unit 261

## Plan and co-ordinate food services

<b>UAN:</b>	<b>M/602/4582</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the SO.509S Plan and co-ordinate food services 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 plan and co-ordinate food services 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, planning and co-ordinating food services. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Plan resources to meet expected demand
<b>Assessment criteria</b>
The learner can: 1.1 plan sufficient resources and personnel to undertake all work activities required to meet expected demand 1.2 allocate relevant personnel with required abilities to work activities 1.3 confirm availability of resources required for planned and expected demand 1.4 include contingency plans, based on own review of possible difficulties, which may be encountered 1.5 check that own plan is in line with all legal and standard operational requirements.

<b>Learning outcome</b>
The learner will: 2 Monitor food services
<b>Assessment criteria</b>
The learner can: 2.1 monitor consistently the progress against targets and standards 2.2 provide supervision and support to own team to resolve difficulties and ensure targets are met 2.3 report difficulties outside own area of responsibility to relevant personnel 2.4 take corrective action where technical or material faults threaten the effectiveness and achievement of targets and standards 2.5 follow legal and standard operational requirements 2.6 manage risk and ensure the workplace is free of hazards.

## Unit 262

## Understand how to plan and co-ordinate food services

<b>UAN:</b>	<b>A/602/4584</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the SO.510K Understand how to plan and co-ordinate food services 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 plan and co-ordinate food services, 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 planning and co-ordinating food services. 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 plan food services
<b>Assessment criteria</b>
The learner can: 1.1 outline the key features of legal and standard operational requirements relating to food and drink services 1.2 explain how to plan resources to meet planned and anticipated demand 1.3 explain how to estimate and allow for contingencies 1.4 describe how to check on availability of materials 1.5 describe the types of tools and equipment and how to use them safely 1.6 describe how to identify potential hazards and risks in the working environment.

<b>Learning outcome</b>
The learner will: 2 Know how to coordinate food services
<b>Assessment criteria</b>
The learner can: 2.1 assess the development needs and abilities of relevant personnel 2.2 explain how to supervise and support people to achieve objectives 2.3 explain how to use and interpret quality records in food and drink services 2.4 outline how to take corrective actions within own area of responsibility 2.5 explain how to develop and improve food and drink service operations.

## Unit 263

## Set up and maintain food service operations

<b>UAN:</b>	<b>F/602/4585</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.513S Set up and maintain food service operations 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 set up and maintain food service operations 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, setting up and maintaining food service operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 food service operations
<b>Assessment criteria</b>
The learner can: 1.1 agree and confirm standards and targets for food service operations to meet business requirements 1.2 allocate tasks and instruct relevant people to ensure that standards and targets are met 1.3 provide support and supervision to enable the team to meet specified targets and standards 1.4 allocate resources to ensure that standards and targets are met.

<b>Learning outcome</b>
The learner will: 2 Maintain the effectiveness and efficiency of food service operations
<b>Assessment criteria</b>
The learner can: 2.1 check that standards and targets are being met 2.2 identify and resolve problems in food service operations within the limit of own responsibilities 2.3 measure work outputs and achievements against targets to identify potential improvements 2.4 ensure that all records and documentation are legible, accurate and complete.

## Unit 264

## Monitor effectiveness of food service operations

<b>UAN:</b>	<b>J/602/4586</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.5145 Monitor effectiveness of food service operations 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 monitor effectiveness of food service operations 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, monitoring effectiveness of food service operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 food service operations
<b>Assessment criteria</b>
The learner can: 1.1 monitor food service operations against targets 1.2 check that the quality of the products and customer service are maintained 1.3 adapt allocation of work activities to meet changing priorities and targets 1.4 report to the relevant people factors influencing effectiveness which are outside own area of responsibility 1.5 make recommendations to the relevant people to improve food service operations.

<b>Learning outcome</b>
The learner will: 2 Control risk in the workplace
<b>Assessment criteria</b>
The learner can: 2.1 monitor safe use of all tools and equipment to minimise risk 2.2 identify potential and actual hazards and take corrective action to deal with them 2.3 ensure food safety operations comply with organisational and legal requirements.

## Unit 265

## Understand how to set up and maintain food service operations

<b>UAN:</b>	<b>L/602/4587</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the SO.515K Understand how to co-ordinate food service operations 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 set up and maintain food service operations, 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 setting up and maintaining food service 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 set up food service operations
<b>Assessment criteria</b>
The learner can: 1.1 outline the key features of legal and operational requirements 1.2 outline the standard operating procedures for food service operations 1.3 explain how to set and agree targets for food service operations.

<b>Learning outcome</b>
The learner will: 2 Know how to maintain food service operations
<b>Assessment criteria</b>
The learner can: 2.1 explain why it is important to have cost-effective and efficient food service operations 2.2 explain why it is important to work to targets and standards 2.3 describe what action to take on variances and non-compliance in maintaining conditions 2.4 describe the corrective action and procedures to follow when dealing with contingencies.

## Unit 266

## Organise the receipt and storage of goods and materials in food operations

<b>UAN:</b>	<b>F/602/4571</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 SD.111S Organise the receipt and storage of goods 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 organise the receipt and storage of 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, organising the receipt and storage of goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 assess deliveries against requirements
<b>Assessment criteria</b>
The learner can: 1.1 conduct a briefing for staff before deliveries are received 1.2 ensure that goods receiving area and adequate storage space is prepared for the delivery 1.3 carry out checks to ensure that deliveries are unloaded safely and securely 1.4 check delivery records to ensure that goods comply with own organisation's service requirements 1.5 identify and resolve issues with discrepancies and delivery problems 1.6 ensure that documentation is completed and processed.

<b>Learning outcome</b>
The learner will: 2 Organise and maintain storage facilities
<b>Assessment criteria</b>
The learner can: 2.1 organise storage facilities to reflect operational needs, safety requirements and preservation of goods 2.2 ensure that staff roles are allocated and clearly explained 2.3 ensure staff are trained and provided with information on the operation of the storage system 2.4 check that staff are storing and moving goods safely and securely 2.5 maintain accurate current records that are easily accessible to all 2.6 develop and update contingency plans to deal with abnormal situations.

<b>Learning outcome</b>
The learner will: 3 Monitor and maintain stock movement and storage practice
<b>Assessment criteria</b>
The learner can: 3.1 maintain a routine for checking stock and storage 3.2 monitor the storage and movement of stock 3.3 carry out spot checks at regular intervals 3.4 identify out of date stock promptly and take remedial action to meet organisational and legal requirements.

## Unit 267

## Understand how to organise the receipt and storage of goods and materials in food operations

<b>UAN:</b>	<b>J/602/4572</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the SD.112K Understand how to organise the receipt and storage of goods 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 organise the receipt and storage of goods and materials, 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 organising the receipt and storage of 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 the organisation skills required for effective handling of incoming goods
<b>Assessment criteria</b>
The learner can:
1.1 explain the procedures for the receipt and handling of different types of goods
1.2 describe the procedures for dealing with discrepancies and late deliveries
1.3 explain the information that staff require to receive goods
1.4 define the business criteria for accepting goods
1.5 explain the importance of checking goods after uploading
1.6 describe the recording and control systems for checking goods received
1.7 describe safety and security procedures that apply to receiving goods and materials.

  

<b>Learning outcome</b>
The learner will:
2 Know how to organise storage facilities and stock records
<b>Assessment criteria</b>
The learner can:
2.1 describe how to assess storage needs
2.2 describe the causes of stock deterioration and how to protect it from damage
2.3 determine storage layout and solve storage problems
2.4 explain how to run the stock recording and control systems
2.5 describe the information required by colleagues to operate the storage system
2.6 define food manufacturing legal requirements for storing goods and materials
2.7 explain how to organise both routine and spot checks of stock and storage
2.8 describe legal and organisational requirements for removing out of date stock
2.9 explain the organisations' monitoring process for storing and moving stock.

  

<b>Learning outcome</b>
The learner will:
3 Know the organisational business policies and procedures
<b>Assessment criteria</b>
The learner can:
3.1 explain business systems and procedures for moving and storing goods and materials
3.2 describe company policy and procedures relating to goods susceptible to damage
3.3 assess own business requirements and quality standards
3.4 evaluate alternative ideas for moving and storing stock to make profitable changes.

## Unit 268

## Monitor and maintain storage conditions in food operations

<b>UAN:</b>	<b>Y/602/1708</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.1135 Monitor and maintain storage conditions 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 monitor and maintain storage conditions 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, monitoring and maintaining storage conditions in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Maintain health, safety and security in the storage area
<b>Assessment criteria</b>
The learner can: 1.1 maintain the storage area clean, tidy and free from obstructions and hazards 1.2 implement safety and security procedures 1.3 maintain environmental conditions in order to protect goods and materials from deterioration.

<b>Learning outcome</b>
The learner will: 2 Monitor changes in storage conditions
<b>Assessment criteria</b>
The learner can: 2.1 monitor variances in storage conditions and defects in the storage facility and equipment 2.2 record unacceptable variances and defects in the storage facility and equipment 2.3 identify and take action within the limits of your authority to correct variances and defects in goods and materials 2.4 report your actions to the relevant people 2.5 evaluate the results of monitoring to identify realistic suggestions for improving storage conditions 2.6 present suggestions for storage improvements clearly to the relevant people.

## Unit 269

## Monitor stored goods and materials in food operations

<b>UAN:</b>	<b>Y/602/4575</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the SD.114S Monitor stored 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 monitor stored goods and materials 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, monitoring stored goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 goods and materials effectively
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 observe regular monitoring of goods and materials in order to identify discrepancies and defects</li> <li>1.2 follow company's monitoring/checking guidelines</li> <li>1.3 identify and report defects and discrepancies in goods and materials</li> <li>1.4 mark and separate out goods and materials whose condition present a hazard</li> <li>1.5 evaluate the results of monitoring to identify suggestions for improving storage conditions.</li> </ul>

## Unit 270

## Monitor and maintain storage systems and procedures in food operations

<b>UAN:</b>	<b>D/601/5179</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.116S Monitor and maintain storage systems and 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 monitor and maintain storage systems and procedures 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, monitoring and maintaining storage systems and procedures in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and maintain health and safety and control systems
<b>Assessment criteria</b>
The learner can: 1.1 monitor hygiene, health and safety and environmental procedures 1.2 maintain control monitoring systems for materials and storage facilities 1.3 ensure that control systems limit risks and comply with legal and company requirements 1.4 evaluate the effectiveness of control systems 1.5 complete and process records.

<b>Learning outcome</b>
The learner will: 2 Recommend areas for improvement and present suggestions to others
<b>Assessment criteria</b>
The learner can: 2.1 assess the effectiveness of handling and storage systems procedures 2.2 evaluate the impact of deficiencies in control systems and procedures and take relevant action 2.3 make suggestions for improvement to the relevant person 2.4 establish and maintain communication with managers and colleagues.

## Unit 271

## Understand how to monitor and maintain storage systems and procedures in food operations

<b>UAN:</b>	<b>D/601/5182</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.117K Understand storage systems and 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 monitor and maintain storage systems and procedures, 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 monitoring and maintaining storage systems and procedures 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 importance of monitoring and maintaining food and drink storage systems and procedures
<b>Assessment criteria</b>
The learner can: 1.1 explain how to identify and respond to storage problems 1.2 explain the importance of storing products according to their nature and characteristics 1.3 describe storage systems available 1.4 describe how to make optimum use of storage space 1.5 explain the importance of making the best use of storage space.

<b>Learning outcome</b>
The learner will: 2 Know how to evaluate procedures and make recommendations for changes
<b>Assessment criteria</b>
The learner can: 2.1 explain the company procedures in relation to hygiene, health and safety and the environment 2.2 describe how to assess control systems available for monitoring the condition of materials and the storage facility 2.3 evaluate handling and storage systems and procedures for effectiveness 2.4 explain how to respond effectively to deficiencies in control systems and procedures 2.5 describe the importance of implementing the monitoring and review procedures.

## Unit 272

## Maintain plant and equipment in food operations

<b>UAN:</b>	<b>D/602/5811</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the EM.105S Maintain 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 maintain plant and equipment 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, maintaining plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Plan maintenance activities
<b>Assessment criteria</b>
The learner can: 1.1 access and interpret relevant information and instructions 1.2 evaluate the impact of instructions on operations 1.3 prioritise own work activities 1.4 interpret maintenance log 1.5 refer to planned maintenance schedule.

<b>Learning outcome</b>
The learner will: 2 Prepare for maintenance activities
<b>Assessment criteria</b>
The learner can: 2.1 identify resources that will be required 2.2 ensure resources are fit for purpose 2.3 prepare work area for maintenance activity.

<b>Learning outcome</b>
The learner will: 3 Communicate plans to the relevant people
<b>Assessment criteria</b>
The learner can: 3.1 check that maintenance activities are correctly authorised 3.2 report maintenance events to relevant colleagues 3.3 complete and process required documentation.

<b>Learning outcome</b>
The learner will: 4 Undertake maintenance activities
<b>Assessment criteria</b>
The learner can: 4.1 monitor and adhere to procedures 4.2 use tools, materials, equipment and techniques that are fit for purpose 4.3 identify defects and discrepancies in components 4.4 take the necessary corrective action 4.5 minimise the wastage of consumable items 4.6 dispose of non-reusable items 4.7 leave plant and equipment safe, tidy and fit for future use.

<b>Learning outcome</b>
The learner will: 5 Report on maintenance activities
<b>Assessment criteria</b>
The learner can: 5.1 ensure uncompleted work is recorded and reported to relevant people 5.2 evaluate the effectiveness of maintenance activities 5.3 communicate with managers and colleagues 5.4 complete and process required documentation.

## Unit 273

## Understand how to maintain plant and equipment in food operations

<b>UAN:</b>	<b>K/602/5830</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to the EM.106K Understand how to maintain 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 maintain plant and equipment, 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 maintaining 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 planned maintenance
<b>Assessment criteria</b>
<p>The learner can:</p> <p>1.1 outline the importance of monitoring and adhering to procedures, to include:</p> <ul style="list-style-type: none"> <li>a. health and safety</li> <li>b. food safety</li> <li>c. environmental</li> </ul> <p>1.2 explain how to assess the maintenance requirements of plant and equipment</p> <p>1.3 describe limits of own authority when carrying out maintenance and the importance of working within them</p> <p>1.4 evaluate the effectiveness of planned maintenance</p> <p>1.5 describe the implications of not carrying out maintenance</p> <p>1.6 outline how to evaluate the effectiveness of maintenance</p> <p>1.7 evaluate the materials selection process</p> <p>1.8 describe typical defects and discrepancies due to ineffective maintenance.</p>

<b>Learning outcome</b>
The learner will: 2 Know how to carry out maintenance
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe the importance of documentation required for maintenance</p> <p>2.2 describe how plant operating systems work</p> <p>2.3 explain the impact of maintenance on operations</p> <p>2.4 describe how to leave plant and equipment safe, tidy and fit for use</p> <p>2.5 describe information and resources required for maintenance.</p>

<b>Learning outcome</b>
The learner will: 3 Know how to carry out and remedial maintenance
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain what to do if maintenance uncovers unexpected problems</p> <p>3.2 describe what to do if resources are not fit for purpose</p> <p>3.3 evaluate effective waste minimisation procedures</p> <p>3.4 describe how to communicate remedial actions to relevant people</p> <p>3.5 explain how to evaluate the effectiveness of maintenance activities.</p>



## Unit 274

## Interpret and communicate information and data in food operations

<b>UAN:</b>	<b>J/601/5225</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the FR.111S Interpret and communicate information and data 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 interpret and communicate information and data 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, interpreting and communicating information and data in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 relevant information and data
<b>Assessment criteria</b>
The learner can: 1.1 identify the required information and data 1.2 check what data is already available 1.3 identify information and data sources for additional requirements 1.4 collect additional information and data where required.

<b>Learning outcome</b>
The learner will: 2 Interpret information and data
<b>Assessment criteria</b>
The learner can: 2.1 check that information and data is: a. relevant b. sufficient c. complete 2.2 interpret information and data so that it is understood by the target audience 2.3 select information that is relevant to the target audience 2.4 check the interpretation of the selected information and data.

<b>Learning outcome</b>
The learner will: 3 Communicate information and data
<b>Assessment criteria</b>
The learner can: 3.1 check information and data to be presented for completeness and correct format 3.2 liaise with colleagues to clarify the information and data to be presented 3.3 present the information and data to a target audience in a way that is relevant, appropriate, clear and concise 3.4 distinguish clearly between factual findings and interpretations 3.5 make recommendations which are objective and based on the findings and interpretation 3.6 answer audience questions clearly and concisely.

## Unit 275

## Understand how to interpret and communicate information and data in food operations

<b>UAN:</b>	<b>L/601/5226</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the FR.112K Understand how to interpret and communicate information and data 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 interpret and communicate information and data, 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 interpreting and communicating information and data 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 identify and confirm information and data
<b>Assessment criteria</b>
The learner can: 1.1 describe good practice in the collection and interpretation of information and data 1.2 describe how to liaise with colleagues to confirm data interpretation 1.3 summarise how to identify relevant information.

<b>Learning outcome</b>
The learner will: 2 Know how to source information and data
<b>Assessment criteria</b>
The learner can: 2.1 describe types of computer system and how they are used to provide information and data 2.2 describe common data analysis techniques 2.3 explain how to analyse and interpret data 2.4 describe how to retrieve information and data from different sources 2.5 list the location of sources of information and data.

<b>Learning outcome</b>
The learner will: 3 Know how to present information and data
<b>Assessment criteria</b>
The learner can: 3.1 compare different methods of communication that could be adopted to present information and data 3.2 describe how to use audio-visual aids 3.3 explain how audio-visual aids can enhance presentations 3.4 describe how to respond effectively to questions 3.5 describe the importance of presenting information in the specific format 3.6 explain how to communicate and present information and data to different audiences.

## Unit 276

## Control energy efficiency in food operations

<b>UAN:</b>	<b>A/602/4701</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the SF.111S Control energy efficiency 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 control energy efficiency in food operations.</p> <p>The unit is designed for use primarily by team leaders/supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling energy efficiency in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Maintain measures that support sustainable energy usage
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret the organisation's sustainability targets for own area of responsibility 1.2 ensure production processes and working practices comply with: a. organisational targets b. quality specifications c. legal requirements 1.3 ensure production processes and working practices make efficient use of resources 1.4 monitor the working practices and evaluate energy usage and efficiency.

<b>Learning outcome</b>
The learner will: 2 Promote measures that support sustainable energy usage
<b>Assessment criteria</b>
The learner can: 2.1 inform others of their responsibilities in relation to organisational targets to promote energy efficiency 2.2 support others in avoiding energy wastage 2.3 encourage others to overcome barriers, improve working practices and energy efficiency 2.4 provide training to improve energy efficiency.

<b>Learning outcome</b>
The learner will: 3 Promote the development of sustainable energy usage
<b>Assessment criteria</b>
The learner can: 3.1 identify and make opportunities to encourage others to adopt more energy-efficient working practices 3.2 develop and communicate to others recommendations for efficiency improvements 3.3 present recommendations that support the further development of sustainable practice: a. at an appropriate time b. with the right level of detail.

## Unit 277

## Contribute to continuous improvement of food safety in operations

<b>UAN:</b>	<b>R/602/5627</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.109S Contribute to continuous improvement of 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 contribute to continuous improvement of food safety in a food or animal feed 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, contributing to continuous improvement of food safety 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   Contribute to improving food safety
<b>Assessment criteria</b>
The learner can: 1.1   identify and report factors or issues that may affect food safety 1.2   contribute to the review of existing procedures relating to food safety 1.3   contribute to the introduction of new procedures relating to food safety 1.4   participate in team meetings to contribute improvements in procedures and processes.

<b>Learning outcome</b>
The learner will: 2   Comply with food safety standards and procedures
<b>Assessment criteria</b>
The learner can: 2.1   interpret food safety standards 2.2   comply with new standards and procedures.



## Unit 278

## Understand how to contribute to continuous improvement of food safety in operations

<b>UAN:</b>	<b>Y/602/5628</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 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 development for those who understand how to monitor food safety management procedures, in a food or animal feed 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 monitoring food safety management procedures 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 about food safety management procedures
<b>Assessment criteria</b>
The learner can: 1.1 describe food safety management procedures 1.2 explain the importance of food safety management procedures 1.3 define the following terms; critical control points, control points, critical limits and relevant variance 1.4 describe the importance of monitoring critical control points and control points 1.5 describe methods used to monitor critical control points and control points 1.6 explain the impact of variance at critical control points and control points on food safety.

<b>Learning outcome</b>
The learner will: 2 Know the checks and reporting procedures to control food safety
<b>Assessment criteria</b>
The learner can: 2.1 describe the type and frequency of checks required to control food safety 2.2 explain how to obtain verification of food safety checks 2.3 explain how to interpret and use specifications 2.4 describe the reporting procedures when control measures fail 2.5 explain how to maintain food safety control records 2.6 explain how traceability works and its importance to food safety.

<b>Learning outcome</b>
The learner will: 3 Know how to contribute to food safety management
<b>Assessment criteria</b>
The learner can: 3.1 describe the corrective action to reduce, control or eliminate food safety hazards, to include: a. microbiological b. chemical c. physical d. substances that cause allergic reactions 3.2 explain why it is important to contribute to the process of continuous improvement.

## Unit 280

## Control and monitor safe supply of raw materials and ingredients in food operations

<b>UAN:</b>	<b>F/602/5834</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the FS.112S Control and monitor safe supply of raw materials and ingredients 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 and monitor safe supply of raw materials and ingredients in a food or animal feed 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, controlling and monitoring safe supply of raw materials and ingredients in food operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 to ensure the acceptance of supplies
<b>Assessment criteria</b>
The learner can: 1.1 carry out checks to ensure supplies conform to the organisation's specifications 1.2 accept only supplies which meet the specified criteria 1.3 report and take action if there are deficiencies or discrepancies with supplies 1.4 make recommendations to improve the quality and efficiency of supply.

<b>Learning outcome</b>
The learner will: 2 Maintain records of supplies
<b>Assessment criteria</b>
The learner can: 2.1 record information in line with supplier auditing requirements 2.2 complete supply procedure documentation.

## Unit 281

## Understand how to control and monitor safe supply of raw materials and ingredients in food operations

<b>UAN:</b>	<b>J/602/5835</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.112S Control and monitor safe supply of raw materials and ingredients 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 and monitor safe supply of raw materials and ingredients, in a food or animal feed 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 controlling and monitoring safe supply of raw materials and ingredients in food 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>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1 Know how to control and monitor supplies of raw materials and ingredients</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 describe the record systems and requirements for audit of supply</li> <li>1.2 explain the requirements for certificates of conformity</li> <li>1.3 explain the requirements for traceability purposes</li> <li>1.4 describe corrective actions to be taken on receipt of non-conforming products or raw materials.</li> </ol>

## Unit 282

## Evaluate and improve production in food manufacture

<b>UAN:</b>	<b>A/502/7412</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the PM.103S Evaluate and improve 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 evaluate and improve production in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when evaluating and improving production in food manufacture. It needs to be assessed on the job.</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 Evaluate assessments of the performance of operations within a food or drink manufacturing business
<b>Assessment criteria</b>
The learner can: 1.1 gather the relevant assessments 1.2 arrange for presentations and/or discussions to further understanding of the assessment of operational performance 1.3 use knowledge of operations-monitoring, trends and developments to review the assessment evidence 1.4 analyse evidence to make judgments about operational performance 1.5 encourage and take into account input from colleagues when evaluating operational performance 1.6 present evaluation to the relevant people at an appropriate level and pace, giving opportunities for them to respond.

<b>Learning outcome</b>
The learner will: 2 Agree objectives for an improvement programme
<b>Assessment criteria</b>
The learner can: 2.1 consider relevant outcomes that have resulted from the evaluation of operational performance 2.2 monitor operational activities at times most likely to identify potential improvements 2.3 encourage colleagues to contribute to ideas for improvements 2.4 present plans for implementing change to the relevant people 2.5 agree an improvement plan with the relevant people.

<b>Learning outcome</b>
The learner will: 3 Implement and evaluate an improvement programme
<b>Assessment criteria</b>
The learner can: 3.1 initiate the improvement programme in a planned manner 3.2 confirm that those who will be affected understand the implications of change and their commitment to it 3.3 co-ordinate the activities necessary to implement the improvement programme, maintaining communication with those involved 3.4 monitor change, gathering sufficient information to evaluate the effectiveness of the improvements 3.5 report results of the change to the relevant people as required 3.6 enable agreed improvements to be incorporated into standard working practice.



<b>Learning outcome</b>
The learner will: 4 Report on the outcomes of the improvement programme
<b>Assessment criteria</b>
The learner can: 4.1 report improvements based upon information resulting from achieved operational change and other relevant information 4.2 report improvements in a way which shows how they have contributed to the achievement of the organisation's mission, aims and objectives 4.3 present the outcomes to the relevant people 4.4 engage in constructive discussions.

## Unit 283

## Understand how to evaluate and improve production in food manufacture

<b>UAN:</b>	<b>F/502/7413</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PM.104K Understand how to evaluate and improve 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 evaluate and improve production in a food business.</p> <p>The unit is designed for use primarily by food manufacturing supervisors and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when evaluating and improving production 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 evaluate assessments of production
<b>Assessment criteria</b>
The learner can: 1.1 explain how to evaluate assessments, reports and work activities to identify areas for improvement 1.2 describe the best means of monitoring organisational activity and gathering information 1.3 describe the key technical measures which contribute best to review and evaluation of production.

<b>Learning outcome</b>
The learner will: 2 Know how to make recommendations for improvements
<b>Assessment criteria</b>
The learner can: 2.1 explain how to recommend improvements and construct a case for change 2.2 describe how to communicate and make recommendations 2.3 describe how to encourage and enable colleagues to make recommendations 2.4 explain how to motivate others to be committed to change and improvements 2.5 describe the types of information which inform reliable recommendations to plans.

<b>Learning outcome</b>
The learner will: 3 Know how to plan improvements
<b>Assessment criteria</b>
The learner can: 3.1 explain the principles of organisational planning and its effectiveness 3.2 explain how to handle discussions and actual and potential disagreements in a constructive manner 3.3 describe the organisation's mission, aims and objectives and how to plan within their framework 3.4 explain how to plan for change in a way that minimises adverse organisational effects 3.5 explain how to identify the broader implications of change 3.6 describe the current industry operational trends and developments.

## Unit 284

## Plan production schedules in food manufacture

<b>UAN:</b>	<b>J/502/7414</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 PM.105S Plan production schedules 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 plan production schedules in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when planning production schedules in food manufacture. It needs to be assessed on the job.</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 Manage work in teams
<b>Assessment criteria</b>
The learner can: 1.1 set work objectives for the team 1.2 give the team opportunities to take responsibility for their own work and assist with the planning process.

<b>Learning outcome</b>
The learner will: 2 Allocate resources to meet production plans
<b>Assessment criteria</b>
The learner can: 2.1 ensure the requirements of the production plans are clear 2.2 produce schedules which are consistent with: a. production plans b. management priorities and objectives c. legal and standard operating requirements 2.3 produce schedules which make cost-effective use of available resources within given constraints 2.4 seek advice from the relevant people if production schedules appear to conflict with legal requirements and/or organisational objectives.

<b>Learning outcome</b>
The learner will: 3 Ensure availability of resources to meet production plans
<b>Assessment criteria</b>
The learner can: 3.1 keep colleagues informed of production schedules, and particularly any changes, to ensure they can plan their work 3.2 confirm that equipment required is available and in good working order before production starts 3.3 confirm that the specified type and volume of materials are available, in the specified location for production 3.4 ensure that all equipment and materials are ready for use and conform to legal and standard operational requirements 3.5 confirm that the required number of staff, with the appropriate skills and knowledge, are available 3.6 inform the relevant people immediately if lack of resources will affect production output.

<b>Learning outcome</b>
The learner will: 4 Avoid production problems
<b>Assessment criteria</b>
The learner can: 4.1 report all damage and faults, with recommendations for corrective action 4.2 manage risk and ensure a hazard-free workplace.

<b>Learning outcome</b>
The learner will: 5 Maintain accurate and clear records
<b>Assessment criteria</b>
The learner can: 5.1 maintain all records relating to resources and ensure they are available to management 5.2 monitor record and report on all instances of non-compliance with quality requirements.

## Unit 285

## Understand how to plan production schedules in food manufacture

<b>UAN:</b>	<b>L/502/7415</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the PM.106K Understand how to plan production schedules 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 plan production schedules in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing supervisors and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning production schedules 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 assess production requirements and capabilities
<b>Assessment criteria</b>
The learner can: 1.1 describe the operational status of resources and why this is important 1.2 describe how to analyse the availability and use of resources 1.3 describe the requirements for storage, moving and delivery to production locations of: a. raw materials b. ingredients c. non-food materials 1.4 explain the hazard and risk that may arise in food and drink operations 1.5 explain the contingencies and corrective actions to be taken.

<b>Learning outcome</b>
The learner will: 2 Know how to plan production schedules
<b>Assessment criteria</b>
The learner can: 2.1 describe the production forecasting and planning processes 2.2 describe the systems and procedures for production scheduling 2.3 explain the importance of production scheduling and the potential impact of inadequate scheduling 2.4 explain how to form and manage work in teams 2.5 explain how to set and review work objectives 2.6 describe the key features of legal and standard operating requirements.

<b>Learning outcome</b>
The learner will: 3 Know how to maintain production schedules
<b>Assessment criteria</b>
The learner can: 3.1 explain the need to update and amend schedules and adapt resource requirements to meet changing customer demands 3.2 explain the importance of liaison with colleagues and what would happen if they were not kept informed 3.3 describe different communication methods and styles.



## Unit 286

## Contribute to optimising work areas in food manufacture

<b>UAN:</b>	<b>Y/602/5838</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 PO.115S Contribute to optimising work 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 contribute to optimising work areas 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, contributing to optimising work areas in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Control the preparation of the work area and equipment for use
<b>Assessment criteria</b>
The learner can: 1.1 access and interpret information and instructions for the use of the work area and equipment 1.2 assess the impact of instructions on operations 1.3 allocate duties and responsibilities to others according to their proven competence and availability 1.4 inspect the work location, machinery and equipment to ensure they comply with statutory, environment and operational requirements 1.5 check that services and utilities available in the work location meet operational requirements 1.6 check that sufficient quantities of materials machines and equipment are available for production.

<b>Learning outcome</b>
The learner will: 2 Monitor the use of work areas and equipment
<b>Assessment criteria</b>
The learner can: 2.1 evaluate reports received on the status of machinery and equipment after start-up 2.2 identify the impact of machinery and equipment performance on operations 2.3 record the contraventions of regulations and operational procedures, and make documentation available to relevant people 2.4 report contraventions to the relevant people 2.5 take corrective action within the limits of own authority.

<b>Learning outcome</b>
The learner will: 3 Control the use of work areas to meet production targets
<b>Assessment criteria</b>
The learner can: 3.1 access and interpret the production requirements to achieve the production targets and quality specifications 3.2 clarify conflicting information with relevant people 3.3 agree and implement production requirements with relevant people 3.4 evaluate the individuals' outputs against production targets and quality specifications 3.5 organise work schedules to meet operational requirements, taking account of: a. rest periods b. tedium of activity c. individuals' competence

3.6	confirm with relevant people, that quality specifications, throughput targets and output are met
3.7	identify problems affecting the quality of products and output targets
3.8	take corrective actions within the limits of own authority.

<b>Learning outcome</b>	
The learner will:	
4	Control work completion procedures
<b>Assessment criteria</b>	
The learner can:	
4.1	minimise wastage of consumable items and other materials
4.2	recycle re-usable materials according to operational and statutory requirements
4.3	complete work in the allotted time and within operational constraints
4.4	report work which cannot be completed in the allotted time to the relevant people
4.5	complete documentation and make it available to the relevant people.

## Unit 287

## Understand how to contribute to optimising work areas in food manufacture

<b>UAN:</b>	<b>D/602/5839</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 PO.116K Understand how to contribute to optimising work 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 contribute to optimising work areas 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 contributing to optimising work areas 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 of optimising work areas are
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe the types of information and instructions needed to control the preparation of the work area</li> <li>1.2 explain how to access, interpret and evaluate information and instructions, and why this needs to be done</li> <li>1.3 describe how conflict can arise between sources of information and how to resolve it</li> <li>1.4 outline the reporting and recording procedures, explain how to complete documentation and describe who to make it available to</li> <li>1.5 explain why accurate and complete records are important and how to assess their impact</li> <li>1.6 state why contravention of statutory regulations needs to be recorded and reported.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to control work areas
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 outline why reports need to be received on the status of machinery after start-up</li> <li>2.2 explain how to check that production targets, output and quality specifications, throughput targets and why this needs to be done at regular intervals</li> <li>2.3 explain the effects of wastage on production and on the organisation and how to minimise it</li> <li>2.4 describe how to recycle re-usable materials and why they should be recycled</li> <li>2.5 explain the importance of understanding the competence and availability of others in the work area and describe to allocate roles and responsibilities</li> <li>2.6 describe how to deal with rest periods, tedium of activity and diversity of individual competence</li> <li>2.7 explain why individuals' outputs should be evaluated against production targets and quality specifications and how to conduct the evaluation.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Know how to monitor and maintain work areas
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain how to inspect all aspects of the work area, and why it is important to carry out inspections</p> <p>3.2 describe reasons why faults and problems occur in work areas</p> <p>3.3 outline how to identify problems and why they this should be done as early as possible</p> <p>3.4 explain the importance of the range of corrective actions and procedures available, and to deal with problems</p> <p>3.5 outline why work needs to be completed in the allotted time, how this can be achieved</p> <p>3.6 explain why it is important to investigate and report work which cannot be achieved.</p>

## Unit 288

## Diagnose problems in food operations

<b>UAN:</b>	<b>A/602/4617</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the PO.1175 Diagnose problems 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 diagnose problems in food operations within a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when diagnosing problems in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 problems
<b>Assessment criteria</b>
The learner can: 1.1 identify differences from normal operating conditions quickly 1.2 assess the impact of problems 1.3 take action to ensure safety of self and colleagues.

<b>Learning outcome</b>
The learner will: 2 Diagnose problems
<b>Assessment criteria</b>
The learner can: 2.1 check and follow legal or regulatory requirements for: a. hygiene b. health and safety c. environmental standards 2.2 establish the nature, cause and the effect of the problems 2.3 investigate problems in a safe and cost-effective manner, with minimum delay or wastage.

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



## Unit 289

## Understand how to diagnose problems in food operations

<b>UAN:</b>	<b>F/602/4618</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the PO.118K Understand how to diagnose problems 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 know how to diagnose problems in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</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 how to identify problems
<b>Assessment criteria</b>
The learner can: 1.1 outline standards of health, safety and hygiene that are required and the importance of applying them 1.2 explain the business's need for problem solving 1.3 evaluate the benefits of formalised problem solving 1.4 summarise operating procedures, standards and critical control factors in own work area 1.5 clarify limits of own authority and reporting arrangements in the event of problems that cannot be resolved.

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

<b>Learning outcome</b>
The learner will: 3 Know how to communicate problems
<b>Assessment criteria</b>
The learner can: 3.1 explain lines and methods of effective communication and the importance of using them 3.2 summarise the documentation requirements and the importance of meeting them.

## Unit 290

## Resolve problems in food operations

<b>UAN:</b>	<b>J/602/4619</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the PO.119S Resolve problems 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 resolve problems in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when resolving problems in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 what the problems are
<b>Assessment criteria</b>
The learner can: 1.1 check and follow legal or regulatory requirements for: a. hygiene b. health and safety c. environmental standards 1.2 check the available information and clarify or seek further information.

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

<b>Learning outcome</b>
The learner will: 3 Report on further action to be taken
<b>Assessment criteria</b>
The learner can: 3.1 identify the need for further work and report this to the relevant person in sufficient detail for action to be taken 3.2 make suggestions to prevent the problem from happening again and ways to improve operations to managers and colleagues 3.3 complete and process all records.

## Unit 291

## Understand how to resolve problems in food operations

<b>UAN:</b>	<b>A/602/4620</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the PO.120K Understand how to resolve problems 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 know how to resolve problems in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</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 how to establish what the problems are
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 outline standards of health, safety and hygiene and the importance of applying them</li> <li>1.2 explain how the plant and equipment works</li> <li>1.3 summarise the product and process specifications, the operating procedures, and standards in the area of work</li> <li>1.4 detail where further information can be sourced</li> <li>1.5 explain typical operating problems that occur in own work area and their possible effect on other operations</li> <li>1.6 outline how to analyse problems in a systematic way and why it is important to do so</li> <li>1.7 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to implement solutions
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 outline the action to take in response to operating problems</li> <li>2.2 summarise the factors to take into consideration when selecting solutions</li> <li>2.3 outline how to assess the impact of solutions on other operations</li> <li>2.4 explain how and when to use temporary and permanent solutions to restore operations in an effective way</li> <li>2.5 explain how to monitor product integrity during and after overcoming problems and the importance of this</li> <li>2.6 explain how to evaluate the effectiveness of solutions implemented.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Know how to report on further action to be taken
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 outline the lines and methods of effective communication and the importance of using them</li> <li>3.2 summarise the recording and communication needs, and the importance of using them correctly.</li> </ul>

## Unit 292

## Monitor and control throughput to achieve targets in food operations

<b>UAN:</b>	<b>F/602/4697</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the QI.110S Monitor and control throughput to achieve targets 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 monitor and control throughput to achieve targets 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, monitoring and controlling throughput to achieve targets in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and control throughput to achieve targets
<b>Assessment criteria</b>
The learner can: 1.1 organise work to meet predetermined schedules, targets and make effective use of resources 1.2 record the volume of throughput in line with operational requirements 1.3 record production run output targets within the agreed operational parameters 1.4 investigate output targets within the operational parameters.

<b>Learning outcome</b>
The learner will: 2 Take action to resolve problems affecting volume of throughput
<b>Assessment criteria</b>
The learner can: 2.1 identify problems affecting the volume of throughput 2.2 take corrective action to rectify and minimise the effects of the problems 2.3 report problems, which exceed the limits of own authority, to the relevant people 2.4 resolve problems that fall within own limits of responsibility.



## Unit 293

## Understand how to monitor and control throughput to achieve targets in food operations

<b>UAN:</b>	<b>J/602/4698</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.111K Understand how to monitor quality of work activities 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 monitor quality of work activities, 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 understanding how to monitor quality of work activities 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 best advice and guidance surrounding monitoring quality
<b>Assessment criteria</b>
The learner can: 1.1 describe the importance of conforming to statutory regulation 1.2 evaluate current practices for compliance with standard operating procedures 1.3 explain the importance of organising work to meet pre-determined schedules.

<b>Learning outcome</b>
The learner will: 2 Know about monitoring procedures for quality of work
<b>Assessment criteria</b>
The learner can: 2.1 list the procedures for monitoring quality of work 2.2 evaluate the lines of reporting 2.3 state where to obtain advice and support to monitor quality 2.4 explain why it is important to make recommendations for continuous improvement.

<b>Learning outcome</b>
The learner will: 3 Know about monitoring procedures for throughput
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of monitoring throughput 3.2 describe types of monitoring systems and how they are used to monitor throughput 3.3 describe actions that can be taken to minimise problems affecting throughput 3.4 describe how to identify and solve problems which affect throughput 3.5 explain why monitoring and control systems are used.

<b>Learning outcome</b>
The learner will: 4 Know how to record quality of work issues
<b>Assessment criteria</b>
The learner can: 4.1 explain why it is important to keep accurate and complete records 4.2 describe how to record problems 4.3 describe why corrective action plans are important.

<b>Learning outcome</b>
The learner will: 5 Know about solving problems affecting throughput
<b>Assessment criteria</b>
The learner can: 5.1 describe how to identify and solve problems which affect throughput 5.2 evaluate how operational parameters affect the achievement of output targets 5.3 summarise the consequences of ineffective monitoring, control systems and processes.

## Unit 294

## Set up and maintain picking and packing orders in food operations

<b>UAN:</b>	<b>M/602/5831</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the SD.306S Set up and maintain picking and packing 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 set up and maintain picking and packing orders 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, setting up and maintaining picking and packing orders in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Co-ordinate and control the processing of orders
<b>Assessment criteria</b>
The learner can: 1.1 state the systems and procedures for processing orders 1.2 instruct the relevant people on how to process orders 1.3 process the required documentation for order processing: a. completely b. accurately c. clearly 1.4 follow organisational procedures to deal with problems and errors 1.5 review order processing systems and procedures 1.6 recommend improvements in relation to processing systems and procedures.

<b>Learning outcome</b>
The learner will: 2 Set up the conditions for picking and packing of orders
<b>Assessment criteria</b>
The learner can: 2.1 confirm standards and targets for picking and packing of orders to meet customer requirements 2.2 take supervisory actions to enable the team to: a. meet specified targets b. meet specified standards c. minimise risk 2.3 allocate resources to ensure that standards and targets are met 2.4 instruct people to pack specific orders in food operations.

<b>Learning outcome</b>
The learner will: 3 Maintain the effectiveness and efficiency of the picking and packing process
<b>Assessment criteria</b>
The learner can: 3.1 check that the correct orders are packed and ready for dispatch 3.2 follow the organisation's procedures for dealing with problems and discrepancies 3.3 measure work outputs in picking and packing of orders against targets 3.4 use results of work output measurement in picking and packing of orders to identify possible improvements to the picking and packing process 3.5 check that all records and documentation are available for the next stage of the distribution process.

## Unit 295

## Monitor effectiveness of picking and packing operations in food operations

<b>UAN:</b>	<b>T/602/5832</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.307S Monitor effectiveness of picking and packing operations 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 monitor effectiveness of picking and packing operations 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, monitoring effectiveness of picking and packing operations in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 picking and packing processes in food operations
<b>Assessment criteria</b>
The learner can:
1.1 monitor progress against targets for preparation of orders for distribution
1.2 check that the quality of products is maintained
1.3 adapt allocations of work tasks to meet changing priorities and targets
1.4 report factors influencing effectiveness outside of area of responsibility to the relevant people
1.5 make recommendations for improvements to the picking and packing processes.

<b>Learning outcome</b>
The learner will:
2 Control risk to health and safety in the workplace when overseeing picking and packing operations in food operations
<b>Assessment criteria</b>
The learner can:
2.1 control risks to health and safety
2.2 monitor use of all tools and equipment
2.3 follow the organisation's procedures to deal with potential and actual hazards in the workplace.

## Unit 296

## Understand how to co-ordinate picking and packing orders in food operations

<b>UAN:</b>	<b>A/602/5833</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.308K Understand how to co-ordinate picking and packing 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 co-ordinate picking and packing orders, 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 co-ordinating picking and packing orders 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 plan co-ordination of picking and packing of orders
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 explain the key features of legal requirements</li> <li>1.2 explain the key features of operational requirements</li> <li>1.3 state systems and procedures</li> <li>1.4 explain the importance of having defined systems and procedures</li> <li>1.5 explain the importance of setting up and maintaining suitable working conditions</li> <li>1.6 describe how to deal with non-compliance and variation to working conditions</li> <li>1.7 explain the importance of meeting targets for picking and packing processes</li> <li>1.8 explain how to review and modify order processing systems and procedures.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to co-ordinate picking and packing orders
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe potential risks and hazards in the workplace related to picking and packing of orders</li> <li>2.2 explain how to allocate resources to meet objectives of picking and packing orders</li> <li>2.3 explain how to allocate work and instruct others in picking and packing of orders</li> <li>2.4 describe ways to maintain product quality in the order picking and packing process</li> <li>2.5 explain the importance of checking packed orders against the original order</li> <li>2.6 explain why orders need to be ready for dispatch at a particular time</li> <li>2.7 explain the importance of considering the needs of others when deciding on the format of documents.</li> </ul>

## Unit 297

## Monitor wrapping and labelling of products in food operations

<b>UAN:</b>	<b>D/502/8052</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.319S Monitor wrapping and labelling of 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 monitor wrapping and labelling of products 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, monitoring wrapping and labelling of products in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 wrapping and labelling against production requirements
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 monitor progress of wrapping and labelling against production targets</li> <li>1.2 supervise and support the team carrying out wrapping and labelling</li> <li>1.3 resolve team difficulties in wrapping and labelling to ensure targets are met</li> <li>1.4 report difficulties outside of your area of responsibility to the relevant people</li> <li>1.5 check that records of wrapping and labelling are stored for easy retrieval</li> <li>1.6 follow the organisation's procedures to correct technical or material faults</li> <li>1.7 follow the organisation's procedures to meet regulatory and operational requirements</li> <li>1.8 check that the work area is hazard free for wrapping and labelling</li> <li>1.9 check that wrapping and labelling of products are carried out according to organisation's procedures.</li> </ul>

## Unit 298

## Understand how to plan and co-ordinate wrapping and labelling in food operations

<b>UAN:</b>	<b>H/502/8053</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SD.320K Understand how to plan and co-ordinate 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 understand how to plan and coordinate wrapping and labelling 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 planning and coordinating wrapping and labelling 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 plan wrapping and labelling processes
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 describe key features of regulatory and operational requirements relating to wrapping and labelling operations</li> <li>1.2 explain how to plan resources to meet planned and anticipated demand</li> <li>1.3 describe how to estimate and allow for contingencies when planning for demand</li> <li>1.4 outline the tools and equipment used for wrapping and labelling</li> <li>1.5 describe the safe use of tools and equipment used for wrapping and labelling</li> <li>1.6 assess the competence and development needs of wrapping and labelling team members</li> <li>1.7 describe how to take steps to develop the competence and skills of wrapping and labelling team members.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Know how to coordinate wrapping and labelling processes
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain how to monitor wrapping and labelling operations against production demands</li> <li>2.2 describe how to check on availability of materials</li> <li>2.3 describe the technical purpose and features of all relevant wrapping and labelling tools and equipment</li> <li>2.4 explain the organisation's procedures for materials orders and delivery arrangements</li> <li>2.5 describe corrective actions that may be taken within own area of responsibility</li> <li>2.6 explain the importance of quality documents and records</li> <li>2.7 explain how to manage the control of work materials in wrapping and labelling.</li> </ul>

## Unit 299

## Monitor effectiveness of despatch and transport in food operations

<b>UAN:</b>	<b>M/502/8055</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.325S Monitor effectiveness of despatch and transport operations 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 monitor effectiveness of despatch and transport operations 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, monitoring effectiveness of despatch and transport in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 despatch and transport processes
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 monitor progress against targets for preparation of orders for distribution</li> <li>1.2 supervise and support the team in despatch and transport operations</li> <li>1.3 check that the quality of products is maintained during despatch and transport operations</li> <li>1.4 adapt allocation of work activities to meet changing priorities and targets for despatch and transport operations</li> <li>1.5 follow the organisation's procedures for reporting issues which are outside own area of responsibility to the relevant people</li> <li>1.6 make recommendations for improving the despatch and transport process.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Control risk to health and safety in despatch and transport
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 ensure that there is compliance with relevant legal, regulatory and operational requirements</li> <li>2.2 monitor use of tools and equipment used</li> <li>2.3 take corrective action regarding potential and actual hazards in the workplace</li> <li>2.4 monitor safe handling and lifting techniques during loading of transport vehicles for despatch.</li> </ul>

## Unit 300

## Understand how to co-ordinate despatch and transport of orders in food operations

<b>UAN:</b>	<b>T/502/8056</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.326K Understand how to co-ordinate despatch and transport of 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 co-ordinate despatch and transport of orders 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 coordinating despatch and transport of orders 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 co-ordinate despatch and transport operations
<b>Assessment criteria</b>	
The learner can:	
1.1	explain the key features of regulatory and operational requirements relating to despatch and transport of orders
1.2	describe the organisation's procedures for despatch and transport of orders
1.3	explain how to set and agree targets for transport and distribution
1.4	explain the importance of having cost effective and efficient transport and distribution processes
1.5	describe the actions to take if there are various and non-compliance issues in maintaining suitable conditions for despatch and transport
1.6	explain the importance of working to targets and standards when co-ordinating despatch and transport
1.7	describe the organisation's procedures for taking corrective actions to deal with contingencies
1.8	describe manual handling techniques to be used in despatch and transport of orders.

## Unit 301

## Monitor food safety at critical control points in operations

<b>UAN:</b>	<b>H/602/5826</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the FS.108S Monitor food safety at critical control points 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 monitor food safety at critical control points in a food or animal feed 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, monitoring food safety at critical control points in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 and monitor critical control points
<b>Assessment criteria</b>
The learner can: 1.1 apply food safety control measures 1.2 complete operational controls and checks at the set time frequency 1.3 keep records of checks and obtain verification of completed checks.

<b>Learning outcome</b>
The learner will: 2 Take corrective action when control measures fail
<b>Assessment criteria</b>
The learner can: 2.1 take corrective action in a timely manner 2.2 seek advice and support for matters outside own level of authority or expertise 2.3 report specifications or procedures that are out of line with set limits to the relevant person.

## Unit 302

## Monitor product quality in food operations

<b>UAN:</b>	<b>Y/602/1692</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 QI.103S Monitor 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 monitor product quality in a food business.</p> <p>The unit is designed for use primarily by a food manufacturing supervisor and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring product quality in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 product quality
<b>Assessment criteria</b>
The learner can: 1.1 wear appropriate personal protective clothing and equipment during quality monitoring 1.2 identify and report factors which may adversely affect product quality 1.3 identify and report to the relevant people instances of non-conformance to quality standards 1.4 take action to reject or isolate products or items which do not conform to specification.

<b>Learning outcome</b>
The learner will: 2 Contribute to resolving quality problems
<b>Assessment criteria</b>
The learner can: 2.1 seek advice on quality problems outside own authority or expertise 2.2 offer support to, or seek help for, colleagues who encounter quality problems 2.3 evaluate quality problems within the limits of own expertise and understanding 2.4 feedback to the relevant people observations on quality 2.5 receive and confirm instructions for the resolution of quality problems 2.6 carry out agreed action to resolve quality problems and feedback results to the relevant people 2.7 communicate with others to ensure that resolutions to quality problems are understood.

## Unit 303

## Understand how to control product quality in food operations

<b>UAN:</b>	<b>T/602/5829</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the QI.104K Understand how to control 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 control product quality, 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 controlling 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 about good manufacturing practices (GMPs)
<b>Assessment criteria</b>
The learner can: 1.1 describe relevant company quality policies 1.2 describe relevant quality working practices 1.3 describe how to obtain quality documentation 1.4 evaluate the effectiveness of documentation and data security.

<b>Learning outcome</b>
The learner will: 2 Know how to evaluate quality issues in own area of work
<b>Assessment criteria</b>
The learner can: 2.1 explain how quality control affects efficiency of work activities 2.2 explain how to evaluate quality issues in own area of work 2.3 evaluate common quality issues across the workplace.

<b>Learning outcome</b>
The learner will: 3 Know about requirements for good communications
<b>Assessment criteria</b>
The learner can: 3.1 describe the methods used to keep documentation up to date 3.2 appraise communication of quality within the working environment 3.3 describe own limits of authority when controlling product quality.

## Unit 304

## Monitor health, safety and environmental systems in food operations

<b>UAN:</b>	<b>K/602/5827</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the HS.307S Monitor health, safety and environmental systems 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 health, safety and environmental systems 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, monitoring health, safety and environmental systems in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Implement compliance systems
<b>Assessment criteria</b>
The learner can: 1.1 implement health, safety and environmental monitoring systems in limits of own authority 1.2 monitor conditions to ensure health, safety and environmental system requirements are met.

<b>Learning outcome</b>
The learner will: 2 Undertake operational audits
<b>Assessment criteria</b>
The learner can: 2.1 undertake health, safety and environmental management audits of operations 2.2 take corrective action when required 2.3 report outcomes of monitoring to relevant people 2.4 maintain records in accordance with organisational and statutory requirements.

<b>Learning outcome</b>
The learner will: 3 Make recommendations for improvements to systems
<b>Assessment criteria</b>
The learner can: 3.1 recommend ways to improve health, safety and environmental management systems 3.2 disseminate information about improvements to the relevant people 3.3 ensure that information provided enables people to implement improvements.

## Unit 305

## Understand how to monitor health, safety and environmental management systems in food operations

<b>UAN:</b>	<b>M/602/5828</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 HS.308K Understand how to monitor health, safety and environmental systems 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 monitor health, safety and environmental management systems 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 monitoring health, safety and environmental management systems in food operations. It can be assessed on or off the job but in the workplace context.</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 current relevant legislation
<b>Assessment criteria</b>
The learner can: 1.1 explain the principles of current legislation for health, safety and environmental management 1.2 describe relevant statutory body requirements 1.3 detail the enforcement structure of regulatory bodies.

<b>Learning outcome</b>
The learner will: 2 Understand communication and recording methods
<b>Assessment criteria</b>
The learner can: 2.1 explain how to communicate with relevant people 2.2 explain how to recognise ideas and views 2.3 describe how to make presentations 2.4 outline methods of reporting and recording.

<b>Learning outcome</b>
The learner will: 3 Understand organisational procedures and policies
<b>Assessment criteria</b>
The learner can: 3.1 explain the principles of organisational policies and systems 3.2 evaluate tangible and intangible benefits of health and safety to the organisation and the external environment 3.3 describe the organisations' procedures for the following: a. health systems b. safety systems c. environmental systems d. dealing with emergencies e. environmental issues f. health screening 3.4 describe the organisations' procedures for the prevention, investigation and reporting of incidents and accidents 3.5 assess the implications of current health, safety and environmental legislation on the business and individuals 3.6 analyse, review and validate internal and external information.

<b>Learning outcome</b>
The learner will: 4 Understand organisational compliance
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>4.1 explain the importance of compliance with systems and legislation</li> <li>4.2 describe the consequences of non-compliance</li> <li>4.3 explain how to ensure compliance with current statutory requirements</li> <li>4.4 detail system requirements that monitor and maintain a healthy and safe environment</li> <li>4.5 explain how to carry out a risk assessment</li> <li>4.6 detail methods of risk assessments</li> <li>4.7 detail risks and hazards specific to own area of responsibility</li> <li>4.8 evaluate the need for involvement of health, safety and environmental specialists</li> </ul>

## Unit 306

## Manage organisational change for achieving excellence in food operations

<b>UAN:</b>	<b>L/602/5075</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to the QI.2245 Manage organisational change 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 manage organisational change for achieving excellence in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, managing organisational change for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 managing organisational change
<b>Assessment criteria</b>
The learner can: 1.1 identify how plan for change fit with the overall achieving excellence strategy 1.2 identify the specific achieving excellence plans for change 1.3 confirm the key objectives and scope of the plans for change with relevant colleagues and any stakeholders 1.4 identify available resources 1.5 make any final changes to plans where necessary and confirm with relevant people.

<b>Learning outcome</b>
The learner will: 2 Manage organisational change
<b>Assessment criteria</b>
The learner can: 2.1 apply processes and resources to manage potential risks arising from the change and deal with contingencies 2.2 implement the change plan 2.3 select and apply a range of management tools and techniques to monitor, control and review progress 2.4 identify any required changes to the plan and obtain agreement from relevant people where necessary 2.5 achieve plan for change objectives using the agreed level of resources 2.6 confirm completion of the plan for change with relevant people and stakeholders.

<b>Learning outcome</b>
The learner will: 3 Communicate plans for organisational change
<b>Assessment criteria</b>
The learner can: 3.1 brief any change team members on the plans for change, detailing their roles and responsibilities 3.2 provide ongoing support, encouragement and information to any change team members 3.3 communicate progress to relevant people, stakeholders and members of any change team on a regular basis 3.4 seek feedback on the value of own contribution to change management 3.5 provide feedback on the value of own contribution to the relevant person.

<b>Learning outcome</b>
The learner will: 4 Monitor plans for organisational change
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the success of the change programme 4.2 identify what lessons can be learned, recognising contributions of any team members and other colleagues 4.3 review the impact of change.

## Unit 307

## Understand how to manage organisational change for achieving excellence in food operations

<b>UAN:</b>	<b>R/602/5076</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the QI.225K Understand how to manage organisational change 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 manage organisational change for achieving excellence in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing organisational change for achieving excellence in food operations. 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 managing organisational change
<b>Assessment criteria</b>
The learner can: 1.1 outline the plans for change agreed in line with the strategy for achieving excellence 1.2 summarise the theories for understanding teams/team-building techniques and their application 1.3 explain how to assess the risks and benefits associated with implementation of change 1.4 summarise business and operational critical activities and their interdependencies 1.5 assess those factors that need to be changed along with the associated priorities and reasons 1.6 define the theory and application of the change/performance curve 1.7 summarise stakeholder and line management expectations and how they influence the process.

<b>Learning outcome</b>
The learner will: 2 Know how to manage organisational change
<b>Assessment criteria</b>
The learner can: 2.1 summarise the main models and methods for managing change and their strengths and weaknesses 2.2 describe the importance of contingency planning and how to do so effectively 2.3 explain how to make critical decisions 2.4 evaluate the range of information sources available to support achieving excellence 2.5 outline the internal and resource barriers to change, and techniques to overcome them.

<b>Learning outcome</b>
The learner will: 3 Know how to review and communicate organisational change
<b>Assessment criteria</b>
The learner can: 3.1 assess the techniques used to monitor, control and review progress during organisational change 3.2 explain how to evaluate the success of change implementation 3.3 differentiate between formal and informal channels of communication 3.4 explain how to give and receive feedback about change management 3.5 explain how to evaluate consultation arrangements that are best suited to implement achieving excellence.

## Unit 308

## Develop working relationships with colleagues in food operations

<b>UAN:</b>	<b>M/602/6302</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 PL.208S Develop working relationships with colleagues 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 develop working relationships with colleagues in food operations within food and drink businesses.</p> <p>The unit is designed for use primarily by team leaders, supervisors and managers who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the food operations workplace, developing working relationship with colleagues. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 working relationships with food operations colleagues
<b>Assessment criteria</b>
The learner can: 1.1 identify colleagues within their own and other organisations 1.2 identify and agree the roles and responsibilities for colleagues.

<b>Learning outcome</b>
The learner will: 2 Display professional and respectful behaviour when working with food operations colleagues
<b>Assessment criteria</b>
The learner can: 2.1 behave in a professional manner with colleagues 2.2 show respect and understanding for colleagues.

<b>Learning outcome</b>
The learner will: 3 Communicate effectively with food operations colleagues
<b>Assessment criteria</b>
The learner can: 3.1 identify and provide information to colleagues in a clear and timely manner 3.2 manipulate and differentiate information so that it is appropriate for the needs of colleagues 3.3 receive and clarify own understanding of information.

<b>Learning outcome</b>
The learner will: 4 Identify colleague's food operations-related difficulties and seek solutions
<b>Assessment criteria</b>
The learner can: 4.1 identify work-related difficulties 4.2 identify conflicts of interest 4.3 seek to resolve work-related difficulties within the limits of own authority 4.4 refer to and involve others where this is needed to support resolution 4.5 provide feedback to colleagues that promote collaborative working and minimises conflict.

## Unit 309

## Understand how to develop working relationships with colleagues in food operations

<b>UAN:</b>	<b>A/602/6304</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the PL.209K Understand how to develop working relationships with colleagues 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 develop working relationships with colleagues, in a food processing or food services 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, developing working relationships with colleagues. 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 establish working relationships with food operations colleagues
<b>Assessment criteria</b>
The learner can: 1.1 describe how to identify relevant colleagues within their own and other organisations 1.2 describe the roles and responsibilities of close working colleagues 1.3 explain how the roles and responsibilities of close working colleagues fit with their own role and responsibilities.

<b>Learning outcome</b>
The learner will: 2 Understand professional behaviour and its importance when working with food operations colleagues
<b>Assessment criteria</b>
The learner can: 2.1 explain how to display behaviour that shows professionalism, respect and understanding for others 2.2 describe the organisational benefits of effective and productive working relationships.

<b>Learning outcome</b>
The learner will: 3 Understand how to communicate effectively with food operations colleagues
<b>Assessment criteria</b>
The learner can: 3.1 summarise the best techniques for identifying and providing information to colleagues in a clear and timely manner 3.2 describe how to manipulate and differentiate information so that it is appropriate for the needs of colleagues 3.3 explain how to receive and clarify own understanding of information.

<b>Learning outcome</b>
The learner will: 4 Identify colleague's food operations-related difficulties and seek solutions
<b>Assessment criteria</b>
The learner can: 4.1 describe how to identify work-related difficulties 4.2 explain how to resolve work-related difficulties within the limits of own authority 4.3 clarify the most effective way to provide feedback to colleagues that promote collaborative working and minimises conflict.

<b>UAN:</b>	<b>A/502/8057</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.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, 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 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 butchery methods and use of cutting specifications
<b>Assessment criteria</b>
The learner can:
1.1 explain why preferences or requirements can affect the way meat and poultry are butchered in a business, including:
a. national
b. regional
c. organisational
d. customer
1.2 clarify the significance of continental butchery methods and how they differ from traditional UK butchery methods
1.3 explain how to interpret and make suggestions for the improvement of cutting specifications for meat or poultry.

<b>Learning outcome</b>
The learner will:
2 Understand quality factors and the assessment of costs and prices
<b>Assessment criteria</b>
The learner can:
2.1 explain how the quality of butchery practice affects the value of meat and poultry cuts and products
2.2 summarise how the following factors affect flavour, tenderness and colour of meat and poultry:
a. age and sex at slaughter
b. conformation or features of species
c. carcase age
d. fat content
2.3 explain how to assess wholesale costs and pricing of meat and poultry, including:
a. carcasses
b. quarters
c. specific cuts and portions
2.4 explain how to assess retail costs and pricing of meat and poultry, including:
a. specific cuts and portions
b. meat and poultry products
2.5 explain 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 explain the meat and poultry classification/ grading systems used in the UK and EU 3.2 summarise the factors determining the classification/grade of meat and poultry carcasses 3.3 explain what the purpose of meat hygiene inspection is in meat processing plants and how it is carried out 3.4 describe the regulatory standards relating to the removal of specified risk material and animal by-products.

<b>Learning outcome</b>
The learner will: 4 Understand carcass handling and treatment in butchery
<b>Assessment criteria</b>
The learner can: 4.1 explain why it is important for a specific post slaughter carcass temperature to be achieved before butchery can be carried out 4.2 clarify the importance of traceability, animal passports and trained hunter tags to carcass butchery 4.3 explain how the method of slaughter of wild game affects how it can be butchered 4.4 explain what cold shortening is, what causes it and its affect on carcass meat quality 4.5 describe what the optimum carcass chilling rate is and its affect on carcass weight loss, yield and economic value.



<b>UAN:</b>	<b>F/502/8058</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<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, 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 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 differences, purpose and production processes in curing meats
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 explain the purpose of curing meat</li> <li>1.2 outline the UK regional and national differences in the production of cured meats</li> <li>1.3 describe the types and cuts of meat commonly cured for the UK food market</li> <li>1.4 outline the different production processes available to cure meat or poultry including: <ul style="list-style-type: none"> <li>a. wet curing</li> <li>b. dry curing</li> <li>c. smoking</li> <li>d. air drying</li> <li>e. tumbling and massaging</li> </ul> </li> <li>1.5 explain the key differences between dry and wet curing</li> <li>1.6 outline the advantages and disadvantages of: <ul style="list-style-type: none"> <li>a. wet curing</li> <li>b. dry curing.</li> </ul> </li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand the dry curing process for meat
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 outline the cuts of meat and poultry most suitable for dry curing, smoking and air drying</li> <li>2.2 clarify why it is important to apply dry cures mainly to the muscle area of the meat</li> <li>2.3 describe the features of smoking as a curing process</li> <li>2.4 explain why different time and temperature combinations are used in the smoking process</li> <li>2.5 explain how meat can be air dried to produce a cured product</li> <li>2.6 outline the common product quality problems associated with dry curing process.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Understand the wet curing process for meat
<b>Assessment criteria</b>
The learner can: 3.1 outline the cuts of meat most suitable for wet curing, tumbling and massaging 3.2 explain how to measure brine strength and temperature using a variety of different methods 3.3 describe how to assess the suitability of wet curing ingredients 3.4 explain the process of osmosis and its impact on flesh during the wet curing process 3.5 describe the features of large scale curing equipment, including the use of massaging and tumbling systems 3.6 outline the common product quality problems associated with the wet curing process.

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

<b>UAN:</b>	<b>A/502/8060</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<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 know the principles of a specialist raw meat sales service, in the meat and poultry sector or in a learning environment.</p> <p>The unit is designed for use primarily by meat sales personnel, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 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>

<b>Learning outcome</b>
The learner will: 1 Understand how to provide a specialist sales service
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 explain what constitutes a specialist sales service for the customer</li> <li>1.2 describe the scope and limits of a specialist sales service</li> <li>1.3 explain the methods used to greet, answer questions and provide information for customers</li> <li>1.4 explain how to deal with difficult customers and how to be clear about the limits of information and knowledge provision</li> <li>1.5 explain how feedback and other input can improve the specialist sales service</li> <li>1.6 outline the importance of trading standards and environmental health requirements and advice when providing a specialist sales service.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand the origins, features and shelf life of meat and poultry products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain how to identify and declare the country of origin, and processing location of raw products available to the customer</li> <li>2.2 explain how to identify specific cuts, portions, joints and further processed raw products available to the customer</li> <li>2.3 describe the key features of specific cuts, portions, joints and further processed raw products including: <ul style="list-style-type: none"> <li>a. beef, lamb and pork</li> <li>b. rabbit/hare</li> <li>c. venison</li> <li>d. chicken and turkey</li> <li>e. duck and goose</li> <li>f. avian game</li> <li>g. added value raw meat and poultry products</li> </ul> </li> <li>2.4 summarise the methods used to store, preserve and maximise the shelf life of raw products in a sales service</li> <li>2.5 explain how to determine and declare the shelf life of specific cuts, portions, joints and further processed raw products.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Understand how to provide specialist information and data on meat and poultry products
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain how to advise customers on minimising risks caused by cross contamination and poor handling of products</p> <p>3.2 explain how to advise customers on good practice in the storage and handling of raw products including:</p> <ul style="list-style-type: none"> <li>a. ambient storage</li> <li>b. refrigeration</li> <li>c. freezing</li> <li>d. defrosting</li> </ul> <p>3.3 explain how to advise customers on good practice in the cooking and serving of products</p> <p>3.4 explain how to advise customers on which flavours and accompaniments complement meat and poultry products</p> <p>3.5 explain how to advise customers on enhancing the appearance and presentation of meat and poultry products.</p>

<b>Learning outcome</b>
The learner will: 4 Understand the procedures and systems for operating a specialist sales service
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 explain the food business operators obligations to provide a safe service</p> <p>4.2 describe how potential food safety hazards and risks associated with raw product sales are identified, reported and managed</p> <p>4.3 summarise the procedures for dealing with product delivery and waste removal.</p>

## Unit 313

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

<b>UAN:</b>	<b>F/502/8061</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to the MP.177K Principles of a specialist cooked meat 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 know the principles of a specialist cooked meat and poultry sales service, in the meat and poultry sector or in a learning environment.</p> <p>The unit is designed for use primarily by meat sales personnel, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 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 provide a specialist cooked product sales service
<b>Assessment criteria</b>
<p>The learner can:</p> <p>1.1 explain what constitutes a specialist cooked product sales service for the customer</p> <p>1.2 describe the scope and limits of a specialist cooked product sales service</p> <p>1.3 explain the methods used to greet, answer questions and provide information for customers</p> <p>1.4 explain how to deal with difficult customers and how to be clear about the limits of information and knowledge provision</p> <p>1.5 explain how feedback and other input can improve specialist cooked product sales</p> <p>1.6 outline the importance of trading standards and environmental health requirements and advice when providing a specialist cooked product sales service.</p>

<b>Learning outcome</b>
The learner will: 2 Understand the origins, features and shelf life of cooked meat and poultry products
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 explain how to identify and declare the country of origin, and processing location of cooked products available to the customer</p> <p>2.2 explain how to identify specific cooked products available to the customer</p> <p>2.3 outline the main categories of cooked meat and poultry products and the differences between them</p> <p>2.4 describe how cooked products have been cooked and processed including those derived from:</p> <ol style="list-style-type: none"> <li>beef, lamb and pork</li> <li>rabbit/hare</li> <li>venison</li> <li>chicken and turkey</li> <li>duck and goose</li> <li>avian game</li> <li>added value meat and poultry products</li> </ol> <p>2.5 outline the methods used to enhance the flavour of cooked meat</p> <p>2.6 summarise the methods used to store, preserve and maximise the shelf life of cooked products in a sales service</p> <p>2.7 explain how to determine and declare the shelf life of specific cooked products.</p>



<b>Learning outcome</b>
The learner will: 3 Understand how to provide specialist information and data on cooked meat and poultry products
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain how to advise customers on minimising risks caused by cross contamination and poor handling of products</p> <p>3.2 explain how to advise customers on flavourings, colours and other food additives used in the production of cooked products</p> <p>3.3 explain how to advise customers on good practice in the storage and handling of cooked products including:</p> <ul style="list-style-type: none"> <li>a. ambient storage</li> <li>b. refrigeration</li> <li>c. freezing</li> <li>d. defrosting</li> </ul> <p>3.4 explain how to advise customers on good practice in the preparation and serving of products</p> <p>3.5 explain how to advise customers on which flavours and accompaniments complement cooked products</p> <p>3.6 explain how to advise customers on enhancing the appearance and presentation of cooked products.</p>

<b>Learning outcome</b>
The learner will: 4 Understand the procedures and systems for operating a specialist sales service
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 explain the food business operator's obligations to provide a safe service</p> <p>4.2 describe how potential food safety hazards and risks associated with cooked product sales are identified, reported and managed</p> <p>4.3 summarise the procedures for dealing with product delivery and waste removal.</p>

## Unit 314

## Principles of a specialist cheese sales service

<b>UAN:</b>	<b>M/502/8007</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<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 know the principles of a specialist cheese sales service, in the food and drink sector or in a learning environment.</p> <p>The unit is designed for use primarily by cheese sales personnel, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 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 provide a specialist sales service
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 explain what constitutes a specialist sales service for the customer</li> <li>1.2 describe the scope and limits of a specialist sales service</li> <li>1.3 explain the methods used to greet, answer questions and provide information for customers</li> <li>1.4 explain how to deal with difficult customers and how to be clear about the limits of information and knowledge provision</li> <li>1.5 explain how feedback and other input can improve the specialist sales service</li> <li>1.6 outline the importance of trading standards and environmental health requirements and advice when providing a specialist sales service.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand the origins, features and shelf life of cheese products
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain how to identify and declare the country of origin, and processing location of cheese products available to the customer</li> <li>2.2 explain the identification, categories of strength and consistency of cheese products available to the customer, including: <ul style="list-style-type: none"> <li>a. protected designation of origin (PDO)</li> <li>b. protected geographical indication (PGI)</li> <li>c. traditional speciality guaranteed (TSG)</li> </ul> </li> <li>2.3 describe the key features of cheese products including: <ul style="list-style-type: none"> <li>a. hard cheeses</li> <li>b. soft cheeses</li> <li>c. blue cheeses</li> <li>d. mould ripened cheeses</li> <li>e. added value cheeses</li> <li>f. pasteurised and unpasteurised cheeses</li> </ul> </li> <li>2.4 summarise the methods used to store, preserve and maximise the shelf life of cheese products in a sales service</li> <li>2.5 explain how to determine and declare the shelf life of cheese products.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3 Understand how to provide specialist information and data on cheese products</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain how to advise customers on the aroma, flavour and texture of types of cheese, including:</p> <ul style="list-style-type: none"> <li>a. goats cheese</li> <li>b. sheep cheese</li> <li>c. buffalo cheese</li> <li>d. bovine cheese</li> </ul> <p>3.2 explain how to advise customers on minimising risks caused by cross contamination and poor handling of products</p> <p>3.3 explain how to advise customers on good practice in the storage and handling of cheese products including:</p> <ul style="list-style-type: none"> <li>a. ambient storage</li> <li>b. refrigeration</li> </ul> <p>3.4 explain how to advise customers on good practice in the cooking and serving of cheese products</p> <p>3.5 explain how to advise customers on which flavours and accompaniments complement cheese products</p> <p>3.6 explain how to advise customers on enhancing the appearance and presentation of cheese products.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Understand the procedures and systems for operating a specialist sales service</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 explain the food business operators obligations to provide a safe service</p> <p>4.2 describe how potential food safety hazards and risks associated with cheese product sales are identified, reported and managed</p> <p>4.3 summarise the procedures for dealing with product delivery and waste removal.</p>

<b>UAN:</b>	<b>T/502/8008</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.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>
<p>The learner can:</p> <p>1.1 explain the purpose and functionality of the technological processes for:</p> <ol style="list-style-type: none"> <li>mechanical meat separation/recovery</li> <li>comminution</li> <li>emulsifying and binding</li> <li>marinating</li> <li>curing and smoking</li> <li>heat treatments</li> <li>canning</li> <li>fermentation</li> <li>drying</li> <li>extruding</li> </ol> <p>1.2 explain the technological features of large scale processing systems</p> <p>1.3 summarise the key differences between large and small scale processing</p> <p>1.4 summarise the key technological features of avian and mammalian game processing</p> <p>1.5 explain the importance of technology in the processing of low fat meat products for the consumer.</p>

<b>Learning outcome</b>
The learner will: 2 Understand how technology affects meat quality
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe how to measure meat and poultry quality and content during processing</p> <p>2.2 explain the significance of PSE (pale soft exudative) on pork quality and DFD (dark firm dry) on beef quality</p> <p>2.3 outline the points along the meat and poultry production process which affect yield</p> <p>2.4 explain how meat technology processes affect meat and poultry texture, colour and flavour including:</p> <ol style="list-style-type: none"> <li>comminution</li> <li>tumbling</li> <li>massaging</li> <li>curing</li> <li>marinating</li> <li>heating</li> <li>salt/phosphate addition</li> </ol> <p>2.5 explain how technology is used to mature meat, and the differences between wet and dry maturation</p> <p>2.6 explain how cooking affects the colour, flavour and texture of meat and poultry.</p>

<b>Learning outcome</b>
The learner will: 3 Understand the different technological methods of wrapping and packing
<b>Assessment criteria</b>
The learner can: 3.1 explain the purpose and functionality of the technological processes for: a. overwrapping b. vacuum packing c. modified atmosphere packing d. casings 3.2 explain how technology is used to determine the shelf life of meat or poultry products.

<b>Learning outcome</b>
The learner will: 4 Understand additives and their uses
<b>Assessment criteria</b>
The learner can: 4.1 list the permitted meat additives 4.2 describe the effect of permitted additives on meat and meat products.

## Unit 316

## Principles of gelatine biochemistry in food science

<b>UAN:</b>	<b>R/602/4512</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to the FT.128K Principles of gelatine biochemistry in food science 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 gelatine biochemistry in food science, 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 gelatine biochemistry in food science. 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 uses and production of gelatine in food science
<b>Assessment criteria</b>
The learner can: 1.1 explain the purpose of adding gelatine to: a. increase viscosity of foods b. act as a stabilizer c. act as a setting and gelling agent 1.2 outline the type of foods that benefit from gelatine addition 1.3 state the two main sources of gelatine, derived from connective tissue rich in collagen fibres 1.4 explain how collagen is chemically converted to gelatine for use in food processing.

<b>Learning outcome</b>
The learner will: 2 Understand the structure of gelatine
<b>Assessment criteria</b>
The learner can: 2.1 outline the structure and chemistry of gelatine, and its unique amino acid composition 2.2 describe gelatine's affinity for water resulting from the high proportion of polar residues 2.3 explain how the characteristic shape of gelatine prevents coiling and provides advantageous gel formation properties.

<b>Learning outcome</b>
The learner will: 3 Understand the functions of gel and sol
<b>Assessment criteria</b>
The learner can: 3.1 describe the uses of pulverised gelatine, granules and hydrated granules, colloidal sol 3.2 explain how the properties of gelatine (high proline) prevent denaturation by heat 3.3 explain how gelatine interacts with water to form a gel from a gelatine sol 3.4 describe the properties and chemical interactions of gel which determines liquid/solid stability 3.5 clarify the proportions of gelatine used in food processing needed to gel and stabilize foods.

<b>Learning outcome</b>
The learner will: 4 Understand the technical application of gelatine
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe the technical characteristics of:</p> <ul style="list-style-type: none"> <li>a. fruit and vegetable jellies</li> <li>b. whips</li> <li>c. sponges</li> <li>d. creams</li> </ul> <p>4.2 explain the hydrolysis effect of bromelain on gelatine</p> <p>4.3 describe how gel release from moulds is best controlled.</p>

## Unit 317

## Principles of lipid functionality in food science

<b>UAN:</b>	<b>M/602/4548</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to the FT.138K Principles of lipid functionality in food science 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 lipid functionality in food science, 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 lipid functionality in food science. 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 absorption and saturation of lipids
<b>Assessment criteria</b>
The learner can: 1.1 describe the daily recommended intake of lipid as part of a balanced diet 1.2 describe the quantity and location of lipid in the body 1.3 explain how lipids are digested in the human alimentary system 1.4 describe how lipids are absorbed across the wall of the human alimentary system into the blood 1.5 describe the storage of lipids by organs and tissues of the body 1.6 outline the medical problems resulting from lack and excessive lipid intake or assimilation into the body.

<b>Learning outcome</b>
The learner will: 2 Understand the characteristics of lipid functionality
<b>Assessment criteria</b>
The learner can: 2.1 describe the role and properties of lipids in the body 2.2 describe how hydrolytic rancidity occurs in lipids and its characteristics 2.3 explain how oxidative rancidity occurs in lipids and the role of free radicals in the process 2.4 describe what can be done to retard rancidity and the role of antioxidants in retarding deterioration of lipids 2.5 explain how lecithin functions as an emulsifier 2.6 describe the role and function of cholesterol in the body.

<b>Learning outcome</b>
The learner will: 3 Understand the technical application of lipids
<b>Assessment criteria</b>
The learner can: 3.1 summarise the major sources of: a. vegetable oils b. animal fats c. fish oils 3.2 describe how vegetable oils are extracted from plant material sources 3.3 describe what the main methods for refining vegetable oils are 3.4 describe the main components of: a. vegetable oils b. animal fats c. fish oils 3.5 explain the characteristics of lard and suet 3.6 describe how the creaming properties of lard can be improved by interesterification.

<b>UAN:</b>	<b>K/602/4550</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to the FT.139K Principles of protein functionality in food science 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 protein functionality in food science, 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 protein functionality in food science. 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 of protein
<b>Assessment criteria</b>
The learner can: 1.1 state the daily recommended intake of the first and second class nutrient protein as part of a balanced diet 1.2 describe the quantity and location of protein in the body 1.3 explain how proteins are classified by function in the body 1.4 outline the medical problems resulting from lack of protein intake or assimilation into the body.

<b>Learning outcome</b>
The learner will: 2 Understand the characteristics of protein functionality
<b>Assessment criteria</b>
The learner can: 2.1 outline the chemical structure of structural proteins which make up rigid sheets and elastic fibres 2.2 describe what the properties of structural proteins are 2.3 describe the role of: a. physiologically active proteins as enzymes b. physiologically active proteins as hormones c. physiologically active proteins as nucleoproteins d. physiologically active proteins as blood proteins 2.4 outline what types of enzymes are active in the human body 2.5 describe how enzymes work and the factors affecting their activity.

<b>Learning outcome</b>
The learner will: 3 Understand the technical application of protein
<b>Assessment criteria</b>
The learner can: 3.1 describe how proteins are digested in the alimentary system 3.2 describe how proteins are absorbed across the wall of the alimentary system into the blood 3.3 describe the storage of amino acids and protein by organs and tissues of the body 3.4 explain how enzymic browning of foods takes place and methods of preventing this 3.5 explain how the non-enzymic browning of foods takes place (maillard reaction) and methods of preventing this.

## Unit 319

## Report on compliance with food safety requirements in operations

<b>UAN:</b>	<b>J/601/9680</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the FS.118S Report on compliance with food safety requirements 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 report on compliance with food safety requirements in a food or animal feed business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, reporting on compliance with food safety requirements in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</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 Evaluate internal audits of the food safety management system
<b>Assessment criteria</b>
The learner can: 1.1 specify the scope of the audit conducted 1.2 report effective working of food safety management systems 1.3 analyse and document areas of non-compliance with the food safety management system 1.4 assess the risks and impact of non-compliance 1.5 provide an evaluation of the results against the organisation's quality systems, relevant standards and best practice.

<b>Learning outcome</b>
The learner will: 2 Produce timescales for action
<b>Assessment criteria</b>
The learner can: 2.1 produce and agree a timescale in conjunction with others to ensure compliance is maintained 2.2 discuss implementation of preventative action to minimise instances of non-compliance.

<b>Learning outcome</b>
The learner will: 3 Present internal audit reports
<b>Assessment criteria</b>
The learner can: 3.1 verify preventative and corrective action as part of the audit 3.2 compile a report on long term audit trends 3.3 circulate audit report to key organisational contacts.



## Unit 320

## Understand how to report on compliance with food safety requirements in operations

<b>UAN:</b>	<b>L/601/9681</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the FS.119K Understand food safety auditing 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 need to understand food safety auditing, in a food or animal feed business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when food safety auditing in operations or animal feed production. It can be assessed on or off the job.</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 records and reports relating to internal audits
<b>Assessment criteria</b>
The learner can: 1.1 explain recording and reporting procedures relating to quality control, internal audits and food safety management systems 1.2 explain how to make recommendations to improve quality control and internal audits 1.3 define good manufacturing practices (GMP) relevant to the scope of the audit 1.4 explain auditing practices including second and third party inspections.

<b>Learning outcome</b>
The learner will: 2 Know about regulations relating to food safety standards
<b>Assessment criteria</b>
The learner can: 2.1 differentiate between the regulations and legal and certification requirements for the operational inspection 2.2 explain how to apply effective food safety standards 2.3 explain what constitutes non-compliance and the organisational implications for food safety 2.4 describe how to review the effectiveness of corrective actions.

<b>Learning outcome</b>
The learner will: 3 Know about the roles and responsibilities of those involved in the audit process
<b>Assessment criteria</b>
The learner can: 3.1 explain the roles, responsibilities and levels of authority of the food safety management team 3.2 explain the roles and responsibilities of an auditor.

## Unit 321

## Principles of rearing and welfare of meat species

<b>UAN:</b>	<b>F/602/6224</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	37
<b>Relationship to NOS:</b>	This unit is linked to the MP.106K Principles of rearing and welfare (poultry) and MP.107K Principles of rearing and welfare (red 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 rearing and welfare of meat species, in the meat and poultry sector or in a learning environment.</p> <p>The unit is designed for use primarily by meat inspectors, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 rearing and welfare of meat species. It can be assessed on or off the job. Assessment will include the following poultry; broilers, hens, turkeys, ducks, geese and ostrich. And one example of a game bird. And the following red meat species; cattle, pigs, sheep, deer, goats and horses.</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 structure and organisation of the UK meat industry
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>1.1 explain how the industry is represented and regulated</li> <li>1.2 explain how the industry is structured and operates from rearing to consumption, including trade in: <ul style="list-style-type: none"> <li>a. UK market</li> <li>b. internationally</li> </ul> </li> <li>1.3 summarise the rearing and welfare regulatory frameworks in which the industry operates</li> <li>1.4 explain how recognised rearing and welfare quality assurance schemes work in the industry</li> <li>1.5 explain how the transportation arrangements operate in the industry</li> <li>1.6 explain how the meat production systems work in the industry.</li> </ul>

<b>Learning outcome</b>
The learner will: 2 Understand the rearing (husbandry) of meat species in the UK
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 summarise how species are selected and bred to improve carcass composition and quality for meat production, including the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species</li> </ul> </li> <li>2.2 explain how the sex of meat species can affect carcass composition and quality</li> <li>2.3 summarise how rearing and feeding regimes are formulated and can influence carcass composition and quality, in the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species</li> </ul> </li> <li>2.4 summarise the key differences in organic rearing and feeding methods compared with conventional methods</li> <li>2.5 summarise the environmental requirements for buildings, farms and transportation.</li> </ul>

<b>Learning outcome</b>
The learner will: 3 Understand the welfare requirements of meat species in the UK
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the legal requirements for welfare from rearing to slaughter</p> <p>3.2 summarise the factors affecting welfare during rearing and the ways in which these are managed and controlled</p> <p>3.3 explain the effects of the following, during loading/unloading and transit:</p> <ul style="list-style-type: none"> <li>a. stress</li> <li>b. water and food deprivation</li> <li>c. exhaustion</li> <li>d. handling</li> <li>e. poor ventilation</li> <li>f. mixing of animals not reared together</li> </ul> <p>3.4 explain the effect of poor welfare on meat quality.</p>

<b>UAN:</b>	<b>R/602/6227</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the MP.209K Principles of microbiology and parasitology in meat production 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 microbiology and parasitology in meat production.</p> <p>The unit is designed for use primarily by meat inspectors, authorised officers in meat operations and others in the meat and poultry industry. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 microbiology and parasitology in meat 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 Understand that organisms can cause disease in livestock and humans
<b>Assessment criteria</b>
The learner can: 1.1 state examples of diseases of red and white meat livestock species caused by bacteria, viruses, fungi and parasites 1.2 explain what is meant by the term 'zoonotic disease'. 1.3 state which livestock diseases can also cause disease in humans, including those which are notifiable.

<b>Learning outcome</b>
The learner will: 2 Understand the structure and life cycles of bacteria, fungi and viruses of relevance to livestock
<b>Assessment criteria</b>
The learner can: 2.1 describe the structure of bacteria, fungi and viruses 2.2 describe how bacteria, fungi and viruses grow and multiply 2.3 explain the conditions necessary for the optimal growth and multiplication of bacteria, fungi and viruses 2.4 outline the life-cycles of representative bacteria, fungi and viruses 2.5 explain the significance of spore and toxin formation in bacteria to human health.

<b>Learning outcome</b>
The learner will: 3 Understand the life cycles of representative parasites of relevance to livestock
<b>Assessment criteria</b>
The learner can: 3.1 describe the life-cycles of representative parasites, to include examples of: a. endo-parasites b. ecto-parasites c. direct lifecycles d. indirect lifecycles 3.2 explain how parasites can infect their hosts and spread between hosts.

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Understand how practices in lairage or in the meat plant can affect the risk of spread of organisms capable of causing disease in livestock and humans</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 summarise the potential sources and reservoirs of infection in lairage and in meat plants</p> <p>4.2 explain how poor practice in lairage and in meat plants can increase the risk of infection and spread of disease</p> <p>4.3 explain how good practices in lairage and in the meat plant can reduce the risk of infection.</p>



## Unit 323

## Principles of anatomy and physiology of meat species

<b>UAN:</b>	<b>D/602/6229</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	37
<b>Relationship to NOS:</b>	This unit is linked to the MP.210K Principles of anatomy and physiology (poultry) and MP.211K Principles of anatomy and physiology (red 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 anatomy and physiology of meat species, in the meat and poultry sector or in a learning environment.</p> <p>The unit is designed for use primarily by meat inspectors, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 anatomy and physiology of meat species. It can be assessed on or off the job. Assessment will include the following poultry: broilers, hens, turkeys, ducks, geese and ostrich. And one example of a game bird. And the following red meat species: cattle, pigs, sheep, deer, goats and horses. Assessment of the endocrine system must be included in the criteria for the urogenital and alimentary systems.</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 anatomical structure of meat species
<b>Assessment criteria</b>
<p>The learner can:</p> <p>1.1 explain the anatomical structure and identifiable features of the urogenital system of the following:</p> <ol style="list-style-type: none"> <li>poultry</li> <li>game birds</li> <li>rabbits/hares</li> <li>red meat species</li> </ol> <p>1.2 explain the anatomical structure and identifiable features of the alimentary system of the following:</p> <ol style="list-style-type: none"> <li>poultry</li> <li>game birds</li> <li>rabbits/hares</li> <li>red meat species</li> </ol> <p>1.3 explain the anatomical structure and identifiable features of the cardiovascular, lymphatic and respiratory systems of the following:</p> <ol style="list-style-type: none"> <li>poultry</li> <li>game birds</li> <li>rabbits/hares</li> <li>red meat species</li> </ol> <p>1.4 explain the anatomical structure and identifiable features of the skeleto-muscular systems of the following:</p> <ol style="list-style-type: none"> <li>poultry</li> <li>game birds</li> <li>rabbits/hares</li> <li>red meat species</li> </ol> <p>1.5 explain the anatomical structure and identifiable features of the cerebro-nervous systems of the following:</p> <ol style="list-style-type: none"> <li>poultry</li> <li>game birds</li> <li>rabbits/hares</li> <li>red meat species.</li> </ol>

<b>Learning outcome</b>	
The learner will:	
2 Understand the physiology of anatomical systems in meat species	
<b>Assessment criteria</b>	
The learner can:	
2.1	explain the physiology of the urogenital system of the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species</li> </ul>
2.2	explain the physiology of the alimentary system of the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species</li> </ul>
2.3	explain the physiology of the cardiovascular, lymphatic and respiratory systems of the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species</li> </ul>
2.4	explain the physiology of the skeleto-muscular systems of the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species</li> </ul>
2.5	explain the physiology of the cerebro-nervous systems of the following: <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. rabbits/hares</li> <li>d. red meat species.</li> </ul>

## Unit 324

## Principles of pathology of meat species

<b>UAN:</b>	<b>Y/602/6276</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	37
<b>Relationship to NOS:</b>	This unit is linked to the MP.212K Principles of pathology (poultry) and MP.213K Principles of pathology (red 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 pathology of meat species, in the meat and poultry sector or in a learning environment.</p> <p>The unit is designed for use primarily by meat inspectors, managers and others who need this underpinning knowledge to carry out workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 pathology in meat species. It can be assessed on or off the job. Assessment will include the following poultry: broilers, hens, turkeys, ducks, geese and ostrich. And one example of a game bird. And the following red meat species: cattle, pigs, sheep, deer, goats and horses. Assessment of the endocrine system must be included in the criteria for the urogenital and alimentary systems.</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 Understand the ante-mortem factors affecting health and the indicators of disease</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 explain the factors affecting the health of meat species in ante-mortem conditions</li> <li>1.2 summarise the signs and symptoms of disease and abnormalities which are evident in ante-mortem examination, including the following: <ol style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species</li> </ol> </li> <li>1.3 explain how the use of medicines and vaccines are controlled and how residues are routinely tested.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2 Understand the post-mortem findings affecting fitness of meat and the indicators of disease</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 explain the factors that lead to findings at post-mortem</li> <li>2.2 describe the signs of disease and abnormalities which are evident in post-mortem inspection of carcasses and offal, including the following: <ol style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species.</li> </ol> </li> </ol>

<b>Learning outcome</b>
The learner will: 3 Understand the pathology of anatomical systems in meat species
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 explain the causes, nature and effects of diseases of the urogenital system, of the following:</p> <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species</li> </ul> <p>3.2 explain the causes, nature and effects of diseases of the alimentary system, of the following:</p> <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species</li> </ul> <p>3.3 explain the causes, nature and effects of diseases of the cardiovascular, lymphatic and respiratory systems, of the following:</p> <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species</li> </ul> <p>3.4 explain the causes, nature and effects of diseases of the skeleto-muscular system, of the following:</p> <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species</li> </ul> <p>3.5 explain the causes, nature and effects of diseases of the cerebro-nervous system, of the following:</p> <ul style="list-style-type: none"> <li>a. poultry</li> <li>b. game birds</li> <li>c. lagomorphs</li> <li>d. red meat species.</li> </ul>

<b>UAN:</b>	<b>D/602/6277</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	37
<b>Relationship to NOS:</b>	
<b>Endorsement by a sector or regulatory body:</b>	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit MP.217K Principles of meat science.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to know the principles of meat science.</p> <p>The unit is designed for use by meat inspectors, meat technicians, managers and other authorised officers in meat operations who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</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 meat science. 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 structure and physiology of muscle and its conversion to meat
<b>Assessment criteria</b>
The learner can: 1.1 explain the structure of muscle in meat including; a. protein structure b. fat structure 1.2 explain the physiology and biochemistry of muscle in meat species 1.3 summarise how the contraction and relaxation process works in muscle 1.4 describe how muscle is converted to meat 1.5 summarise the key features and factors affecting rigor mortis.

<b>Learning outcome</b>
The learner will: 2 Understand the scientific factors affecting meat quality
<b>Assessment criteria</b>
The learner can: 2.1 summarise the scientific ante-mortem and post-mortem factors affecting meat quality 2.2 describe how the process of converting muscle to meat can affect meat characteristics including; a. colour b. flavour c. texture d. smell 2.3 explain how oxidation and rancidity of meat and fat affects meat flavour, texture, colour and smell 2.4 summarise the process of enzymatic degradation of protein 2.5 explain how the condition of meat fat and protein affect the eating quality of meat and meat products 2.6 explain why the muscle/connective tissue ratio affects the tenderness and eating quality of meat and poultry 2.7 explain the importance of pH to the maturation and tenderisation of meat.



<b>Learning outcome</b>
The learner will: 3 Understand water content management of meat
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 describe how water loss affects the:</p> <ul style="list-style-type: none"> <li>a. colour</li> <li>b. flavour</li> <li>c. texture</li> <li>d. smell</li> </ul> <p>of meat during processing</p> <p>3.2 explain how to measure the water holding capacity of meat</p> <p>3.3 summarise how the structure of meat retains water and how retention levels can be increased</p> <p>3.4 explain how water retention and water content of meat during processing can be managed</p> <p>3.5 summarise the importance of water content management to yield control of meat.</p>

<b>Learning outcome</b>
The learner will: 4 Understand sensory analysis and the cooking of meat
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 describe how to carry out sensory analysis of meat</p> <p>4.2 summarise the objectives of a sensory analysis of meat</p> <p>4.3 explain how technology allows the colour of meat to be measured</p> <p>4.4 explain how technology allows the texture of meat to be tested and measured</p> <p>4.5 explain how cooking affects the physical and chemical structure of meat and the subsequent eating quality of meat.</p>

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