

# SVQ Food & Drink Unit Handbook (4768)

## Units 051-100

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# 1 Units

## Availability of units

### Example 1

The following units can also be obtained from the centre resources section of the City & Guilds website, or are available on a CD-ROM (stock order code CD-0000-11).

They are also on The Register of Regulated Qualifications:

**<http://register.ofqual.gov.uk/Unit>**

### Example 2

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to [**website address**]

## Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- 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
- notes for guidance.

## Unit 051

## Display food products in a retail food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the skills needed for you to display food products in food and drink manufacture and/or supply operations. Displaying food products in a retail food environment is important for maintaining a product display. It is also important for producing a hygienic and quality product.</p>

You will be able to prepare to display food and drink products. You will also be able to show you can label displays of food and drink products. You must also be able to show you can arrange and maintain food and drink products for display.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in food retail, responsible for setting up, maintaining and dismantling product displays in a food and drink retail environment.

<b>Performance objectives</b>	
The learner must be able to:	
1. prepare to display food and drink products.	
This means you:	
1.1	comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process
1.2	check the display area, equipment and accessories are clean and take prompt action on finding any problems
1.3	assemble and check products and additional materials and prepare them for use
1.4	review the food and drink products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements
1.5	prepare the display to ensure maximum appeal and to comply with food safety requirements.

**Performance objectives**

The learner must be able to:

2. label displays of food and drink products.

This means you:

- 2.1 confirm requirements for labelling of products with the relevant people
- 2.2 confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people
- 2.3 position labels for products correctly
- 2.4 ensure that labels are legible, visible to customers, and securely positioned in the correct place.

**Performance objectives**

The learner must be able to:

3. arrange and maintain food and drink products for display.

This means you:

- 3.1 check and take steps to ensure that the display area always meets the requirements of hygiene and food safety
- 3.2 transfer products safely to the display area according to instructions and specifications
- 3.3 arrange and promptly replace food and drink products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and food safety
- 3.4 where product is not available, you reposition and reorganise the position of products and accessories to maintain presentation and to meet trading conditions
- 3.5 monitor displays according to instructions and specifications
- 3.6 carry out emergency cleaning procedures promptly when required
- 3.7 take prompt action to address any product or display related problem.

**Performance objectives**

The learner must be able to:

4. empty and clean the food and drink product display.

This means you:

- 4.1 withdraw products from the display according to instructions and store correctly
- 4.2 identify and select the appropriate cleaning materials for display equipment and accessories
- 4.3 correctly clean display surfaces, equipment and accessories
- 4.4 safely store cleaning materials for further use
- 4.5 take prompt action to address any display, cleaning or product related problems.

## Essential knowledge

The learner will need to know and understand:

1. food safety and hygiene regulations that affect how food and drink products may be displayed and what might happen if they are not adhered to
2. controls involved in the display of food and drink products
3. ways to review the display area before assembling materials for the display and why that is important
4. ways to estimate the quantities and size of products to be used for display and why that is important
5. why it is important to select food and drink products for display to suit specific objectives (eg promotional, appeal, seasonal)
6. what accessories can and should be used for effective display
7. principles of good displays
8. how to source product specifications and display information
9. basic information of products offered for sale
10. information about ingredients of products available for sale
11. why labelling is important
12. key features of legal and operational requirements for labelling
13. how to position labels and correct information and why that is important
14. how to check labelling information against product specification and sales details
15. the basic principles for good display and presentation of food and drink products
16. why displays may change as part of the maintenance process
17. the importance of procedures and stock rotation
18. what the contingencies are for display equipment and accessory failure
19. how to recognise and report products that do not meet specification
20. the procedure for rejecting and isolating failed products
21. how to use assembly and dismantling equipment safely
22. types of cleaning materials appropriate for display equipment and accessories, their purposes and how they work
23. the safe handling and application of cleaning materials for display equipment and accessories
24. how to access and interpret the cleaning schedule for display equipment and accessories.

# Unit 051            Display food products in a retail food environment

## Supporting information

### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to display food and drink products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **labelling displays of food and drink products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **arranging and maintaining food and drink products for display** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **emptying and cleaning the food and drink product display** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



## Unit 052

## Label food products by hand

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the skills needed for you to label food by hand in food and drink manufacture and/or supply operations. Labelling food products by hand is important for traceability, food safety and providing customer information. Labelling is a regulatory requirement.</p> <p>You will be to prepare work area, source labels and carry out labelling operations by hand. You will also be able to label food products by hand to meet regulatory and organisational requirements.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the labelling of food by hand.</p>

<b>Performance objectives</b>
The learner must be able to: 1. prepare to weigh and pack food products.
This means you: 1.1 wear and use the correct personal protective equipment 1.2 check the availability and cleanliness of packaging work area, tools and equipment 1.3 collect packaging, labels and food product requiring packaging 1.4 refer problems to relevant people and address problems within the limits of your responsibility.

<b>Performance objectives</b>
The learner must be able to: 2. weigh food products.
This means you: 2.1 weigh food products, following organisational standard operating procedures 2.2 clean weighing equipment and work area.

**Performance objectives**

The learner must be able to:

3. pack food products.

This means you:

- 3.1 arrange products to meet customer or organisational requirements
- 3.2 package food products according to customer and organisational requirements
- 3.3 check the appearance of the end product against customer or organisational specifications.

**Performance objectives**

The learner must be able to:

4. label food products.

This means you:

- 4.1 prepare food product label, adhering to regulatory and organisational requirements
- 4.2 label food product clearly, adhering to organisational and regulatory requirements
- 4.3 present packaged product to customer or storage area, following customer or organisational requirements.

**Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational standard operating procedures during the weighing and packing of food by hand
2. why it is important to check the cleanliness of tools and equipment
3. how to avoid contamination during the labelling of food products by hand
4. the materials and equipment needed to carry out labelling of food products by hand
5. the labelling options available for food products
6. why food products should be labelled clearly
7. how to handle the food product to maintain its quality
8. how to dispose of waste products from labelling operations
9. how ineffective labelling can lead to wastage, potential customer complaints and lost revenue
10. how to deal with operating problems within the limits of your responsibility.

## Unit 052            Label food products by hand

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to weigh and pack food products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **weighing food products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **packing food products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **labelling food products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 053

# Monitor food hygiene standards using rapid test methods

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about following standard operating procedures to monitor food hygiene standards using rapid methods. You will be able to check and prepare equipment and the environment for testing; conduct sampling and record test results. You will also be able to interpret test results.

### Performance objectives

The learner must be able to:

1. prepare for testing.

This means you:

- 1.1 confirm that the correct documentation is available before testing begins
- 1.2 check that testing equipment is calibrated and in a serviceable condition
- 1.3 confirm that all required resources are available and prepared for use
- 1.4 identify and report unserviceable equipment
- 1.5 confirm the relevant areas to be sampled
- 1.6 check that the area is safe to sample, especially if guards need to be removed or safety interlocked doors opened.

### Performance objectives

The learner must be able to:

2. prepare test samples.

This means you:

- 2.1 check the integrity of samples
- 2.2 handle and use samples safely using aseptic techniques.

**Performance objectives**

The learner must be able to:

3. conduct tests and record results.

This means you:

- 3.1 carry out tests in line with standard operating procedures
- 3.2 use positive and negative controls
- 3.3 follow standard operating procedures to record relevant information and data
- 3.4 interpret results (positive or negative)
- 3.5 identify potential false positive results
- 3.6 record, investigate and report deviations from expected results to relevant person(s).

**Performance objectives**

The learner must be able to:

4. work safely and hygienically.

This means you:

- 4.1 follow the environmental protection and health and safety requirements
- 4.2 handle and dispose of other equipment and materials safely and correctly
- 4.3 restore the working area to an appropriate condition.

**Essential knowledge**

The learner will need to know and understand:

1. the environmental protection, health and safety requirements and procedures for preparation and testing, including personal protective equipment
2. why standard operating procedures are important and how to use them for quality control
3. how to prepare testing equipment
4. features and limitations of testing equipment and how to use it safely
5. how the equipment is calibrated
6. why it is important to ensure the fitness for purpose and serviceability of equipment
7. why it is important to report defective equipment
8. how to identify suitable areas for testing
9. the correct procedures and methods of testing
10. methods of safe storage and sample preparation
11. how to dispose of testing materials safely
12. reporting procedures and actions to take in the event of product non-compliance
13. how to calculate test results
14. how to avoid (and detect) false positive results
15. how to assess hygiene standards against company specifications using approved methods
16. acceptable levels of tolerance in quality interpretation and decision-making

17. why it is important to keep records of assessment and findings
18. how to make recommendations for corrective actions
19. how to access and interpret quality standards.

## **Unit 053            Monitor food hygiene standards using rapid test methods**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing for testing** in accordance with workplace procedures.

Evidence of **preparing test samples** in accordance with workplace procedures.

Evidence of **conducting tests and recording results** in accordance with workplace procedures.

Evidence of **working safely and hygienically** in accordance with workplace procedures.

## Unit 054

# Organise and improve work activities for achieving excellence in a food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about planning and organising your own work activities. This is important to the productivity and success of manufacture, processing and supply of food and drink within the food supply chain.

You will be able to plan the actions you need to take to meet your work activities and check that the resources you require are available. You will be able to work efficiently and safely, recognise the need for achieving excellence in improvement, support improvement and communicate the need for excellence to others.

This unit is for you if you work in the manufacture or supply of food and drink.

<b>Performance objectives</b>
The learner must be able to: 1. organise your own work activities.
This means you: 1.1 check that you understand your work objectives 1.2 plan the actions you need to take in order to meet your work objectives 1.3 prioritise your work activities 1.4 check that the resources you require are available and suitable for your use and take action if there is a problem 1.5 organise your workplace to ensure efficient work activity.



### **Performance objectives**

The learner must be able to:

2. work effectively.

This means you:

- 2.1 work efficiently and safely according to standard operating procedures and visual controls
- 2.2 use shared resources efficiently and ensure that they are left in a fit state for others to use
- 2.3 identify where information, resources or equipment are missing or are in surplus, and where improvements to work activities can be made
- 2.4 work effectively to support the implementation of improvements
- 2.5 effectively maintain workplace organisation
- 2.6 maintain accurate, complete and up to date records.

### **Performance objectives**

The learner must be able to:

3. communicate with others.

This means you:

- 3.1 keep your colleagues up-to-date and accurately informed on progress of work
- 3.2 make suggestions on ways to improve your work activities
- 3.3 support the maintenance of accurate visual controls
- 3.4 inform the appropriate person as soon as possible about any difficulties which may prevent or delay you from completing your work objectives.

### **Essential knowledge**

The learner will need to know and understand:

1. your own work objectives and how they fit with team objectives
2. why it is important to have a clear plan of what to do before starting work
3. how to read and interpret work instructions and standard operating procedures
4. how to plan, organise and prioritise your work activities
5. how to organise the workplace according to recognised techniques
6. where information is stored in the workplace
7. why it is important to work efficiently and safely according to standard operating procedures
8. how to use visual controls
9. how to monitor performance and identify opportunities for improvement
10. how improvements can impact on performance
11. how to communicate effectively with others
12. why it is important to keep accurate, complete and up-to-date records.

## **Unit 054            Organise and improve work activities for achieving excellence in a food environment**

Supporting information

### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **organising your own work activities**.

Evidence of **working effectively**.

Evidence of **communicating with others**.

## Unit 055

## Operate central control systems in food manufacture

<b>SCQF Level:</b>	6
<b>Credit value:</b>	10
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about managing complex and substantial processes through the operation of a central control system. It covers monitoring the process, responding to alarms and operating the necessary control sequences, as well as overcoming any problems that might arise.

### Performance objectives

The learner must be able to:

1. use central control systems.

This means you:

- 1.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions when using central control systems
- 1.2 log on if required at the specified time
- 1.3 monitor the process at the required frequency
- 1.4 respond to alarms and take appropriate action within the limits of your responsibility
- 1.5 operate necessary control sequences correctly according to procedures
- 1.6 accurately complete records
- 1.7 maintain effective communications.

### **Performance objectives**

The learner must be able to:

2. overcome problems using control systems.

This means you:

- 2.1 overcome problems according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 2.2 make appropriate alterations to control parameters, auto/manual selection and sequencing as required
- 2.3 take appropriate corrective action within limits of your authority when problems or possible future problems are identified
- 2.4 inform those who need to know of any corrective action and its effects
- 2.5 complete records
- 2.6 maintain effective communications.

### **Essential knowledge**

The learner will need to know and understand:

1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. what the plant and equipment layout is
3. what the process equipment sequences are and what may happen if controls are not sequenced properly
4. the effect of control systems not performing to specification on the process and the remedial action to be taken
5. what the alarms in the system are and how to respond to them
6. what could happen if the process is not monitored at the required frequency
7. what may happen if recognised procedures are not followed when sequencing necessary controls
8. what the effect of plant, equipment or services not performing to specification is and the remedial action to be taken
9. what the limits of your own authority and competence are and why it is important to work within them
10. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.

## Unit 055      Operate central control                          systems in food manufacture

Supporting information

### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **using central control systems** in accordance with workplace procedures.

Evidence of **overcoming two types of problems using control systems** in accordance with workplace procedures.

## Unit 056

## Pack and ice fish/shellfish

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the packing and icing of fish or shellfish. It details the skills required to set up packing areas and then pack and ice fish or shellfish. It is also about working to organisational product specifications and production schedules.</p> <p>You will be able to prepare, carry out and finish the packing and icing of fish or shellfish.</p> <p>This unit is for you if you work in fish or shellfish processing and pack and ice fish or shellfish.</p>

<b>Performance objectives</b>
The learner must be able to: 1. prepare to ice fish/shellfish.
This means you: 1.1 prepare according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 1.2 obtain packing specification 1.3 prepare work area into a condition suitable for packing and icing fish/shellfish 1.4 set up and check accuracy of weighing equipment 1.5 obtain ice and packaging materials to meet requirements of packing specification 1.6 obtain fish/shellfish to meet requirements of packing specification 1.7 take effective action in response to operating problems 1.8 maintain effective communications.

**Performance objectives**

The learner must be able to:

2. pack and ice fish/shellfish.

This means you:

- 2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 2.2 pack and ice fish/shellfish according to given packing specification
- 2.3 handle fish/shellfish in a manner which maintains quality and condition
- 2.4 maintain condition of work area throughout packing process
- 2.5 close and seal packaging according to specification
- 2.6 locate and label packaged product ready for dispatch
- 2.7 take effective action in response to operating problems
- 2.8 maintain effective communication.

**Performance objectives**

The learner must be able to:

3. finish icing process.

This means you:

- 3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 3.2 dispose of waste according to organisational procedures
- 3.3 make equipment and work area ready for future use, after the completion of the packing process
- 3.4 maintain effective communication
- 3.5 accurately complete all records.

**Essential knowledge**

The learner will need to know and understand:

1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. the facilities required to pack and ice fish/shellfish
3. how to obtain and interpret packing specifications
4. how to identify fish/shellfish species and fish/shellfish products
5. how to recognise the quality of fresh fish/shellfish and fish/shellfish products
6. icing as a chilling process and how it is used to maintain the quality of chilled fish/shellfish
7. the different types of ice that can be used to pack fish/shellfish
8. how to monitor and assess the quality of ice
9. the quantity of ice which is required to maintain the quality of fish/shellfish during distribution
10. how to set up weighing equipment ready for use and why it is important to be accurate
11. how fish/shellfish must be handled to maintain condition and quality
12. how to assess the condition of packaging materials
13. how and why it is important to seal packaging

14. labelling and traceability relevant to dispatch
15. what action to take when the process specification is not met
16. how to dispose of waste correctly and why it is important to do so
17. the limits of your own authority and competence and why it is important to work within those limits
18. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.



## Unit 056      Pack and ice fish/shellfish

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to ice fish/shellfish** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **packing and icing fish/shellfish** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing the icing process** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the packing of live shellfish for dispatch. It details the skills required to prepare for and pack live shellfish as well as being able to take appropriate action should operating problems occur. It is also about working to organisational product specifications and production schedules.</p> <p>You will be able to prepare, carry out and complete the packing of live shellfish for dispatch.</p> <p>This unit is for you if you work in shellfish processing and are involved in the packing of live shellfish.</p>

<b>Performance objectives</b>
The learner must be able to:
1. prepare to pack live shellfish.
This means you:
1.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
1.2 prepare work area into condition suitable for receiving shellfish
1.3 obtain packing specification
1.4 obtain and prepare packaging ready to receive live shellfish
1.5 obtain shellfish to meet required specification
1.6 take effective action in response to operating problems
1.7 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to:
2. pack live shellfish.
This means you:
2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
2.2 decant and check quality and condition of live shellfish

- 2.3 remove dead and damaged shellfish, minimising disturbance to the remaining shellfish
- 2.4 pack shellfish and add chilling agent according to specification
- 2.5 label shellfish according to specification
- 2.6 handle shellfish in a manner which minimises stress
- 2.7 forward packed shellfish for despatch
- 2.8 maintain environmental conditions within the processing area
- 2.9 make sure the product is correctly transferred to the next stage in the manufacturing operation
- 2.10 take effective action in response to operating problems
- 2.11 maintain effective communication.

### **Performance objectives**

The learner must be able to:

- 3. finish the shellfish packing process.

This means you:

- 3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 3.2 deal correctly with materials that can be recycled or reworked
- 3.3 clean work area into a hygienic condition in preparation for the next shellfish batch
- 3.4 take effective action in response to operating problems
- 3.5 dispose of waste correctly
- 3.6 maintain effective communication
- 3.7 maintain accurate records of packing according to organisational requirements.

### **Essential knowledge**

The learner will need to know and understand:

- 1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
- 2. the hygiene requirements associated with the handling of live shellfish
- 3. your responsibilities under animal welfare legislation
- 4. the handling requirements for live shellfish
- 5. why speed and temperature control is important during the packing process
- 6. how to assess the quality and condition of live shellfish
- 7. why it is important to remove dead or damaged shellfish before despatch
- 8. when shellfish are not in a condition suitable for live transport
- 9. the environmental conditions required by live shellfish
- 10. the packaging requirements for live shellfish including how to ensure that packaging is suitable for receiving live shellfish
- 11. how to pack live shellfish
- 12. the methods used to control the temperature of shellfish during transport
- 13. how ambient atmospheric temperature can impact on shellfish health
- 14. how live shellfish can become stressed and why it is important to minimise the stress caused to shellfish

15. the storage conditions required to maintain the quality of live shellfish
16. how shellfish can become contaminated
17. the labelling requirements associated with the despatch of live shellfish
18. the limits of your own authority and competence and why it is important to work within those limits
19. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.

# Unit 057      Pack live shellfish for dispatch

## Supporting information

### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to pack live shellfish** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **packing live shellfish** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing shellfish packing process** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 058

## Pack orders for despatch in a food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about the skills needed for you to pack orders for despatch in food and drink manufacture and/or supply operations. Correctly packing orders for despatch, following packing specifications, identifying potential hazards and following safety and hygiene requirements is important to the production of a safer packed product.

You will be able to pack orders to specification.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in packing orders of products in readiness for despatch.

<b>Performance objectives</b>
The learner must be able to: 1. pack orders to specification.
This means you: 1.1 follow the health, safety and hygiene requirements consistently 1.2 identify the correct order documentation, packing location, equipment and materials, and method for storing packed goods 1.3 identify and report any damage to, or problems with, packing or storage equipment to the appropriate person 1.4 position packed orders correctly and check that moving items are immobilised 1.5 check that your packed order matches quality and quantity specifications.

### **Essential knowledge**

The learner will need to know and understand:

1. the hygiene, health and safety requirements and why it is important to follow them
2. why it is important to avoid contamination and damage and what might happen if this is not done
3. types of personal protective clothing and equipment for packing activity and their appropriate use
4. how to work from verbal and written instructions
5. types of packing equipment and materials and how to use them
6. methods of packing orders to specified quality and quantity
7. defects in packing equipment and why it is important to report them immediately
8. consequences of leaving mobile equipment unsecured
9. why it is important to pack within the required timescales for despatch
10. potential hazards relating to work areas for packing food and drink products.

## **Unit 058**            **Pack orders for despatch in a food environment**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **packing orders to specification** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about the skills needed for you to label food by hand in food and drink manufacture and/or supply operations. Labelling food products by hand is important to traceability, food safety and providing customer information. Labelling is a regulatory requirement.

You will need to be able to prepare the work area, source labels and carry out labelling operations by hand. You must also need to be able to label food products by hand to meet regulatory and organisational requirements.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the labelling of food by hand.

<b>Performance objectives</b>
The learner must be able to:
1. prepare to assemble orders.
This means you:
1.1 prepare according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
1.2 obtain packing and dispatch documentation for individual customers
1.3 prepare work area into a condition suitable for order preparation
1.4 obtain packaging materials and resources to support the creation of orders
1.5 identify locations of selected items
1.6 take effective action in response to operating problems
1.7 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to: 2. assemble and prepare orders.
This means you: 2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 2.2 select and assemble the correct goods to match dispatch documentation 2.3 handle packaged products in a manner which maintains their quality and condition 2.4 check that the prepared consignment matches the despatch instructions 2.5 secure assembled order ready for despatch 2.6 complete and label orders according to specification 2.7 maintain condition of work area throughout process 2.8 identify and report any discrepancies or difficulties with preparing consignments 2.9 take effective action in response to operating problems.

<b>Performance objectives</b>
The learner must be able to: 3. finish order preparation.
This means you: 3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 3.2 dispose of waste according to organisational procedures 3.3 make equipment and work area ready for future use, after the completion of the process 3.4 maintain effective communication 3.5 accurately complete all records.

## Essential knowledge

The learner will need to know and understand:

1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. the facilities required to dispatch food products
3. how to obtain and interpret packing and dispatch documentation
4. how to identify packaged product
5. how to prepare products for dispatch
6. the different types of packaging used for dispatch
7. how to monitor and assess the quality of packaging
8. how to recognise the quality of product
9. how to assemble orders so that the quality of packaged materials is maintained
10. how to handle packaged product to maintain condition and quality
11. how to assess the condition of packing materials
12. labelling and dispatch instructions
13. how to check consignment notes against instructions
14. how to deal with order discrepancies
15. what action to take when the process specification is not met
16. how to dispose of waste correctly and why it is important to do so
17. the limits of your own authority and competence and why it is important to work within those limits
18. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.

## Unit 059      Prepare orders for despatch

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to assemble orders** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **assembling and preparing orders** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing order preparation** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 060

## Prepare sauces/marinades by hand in food manufacture

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the preparation of fresh sauces or marinades for use in food manufacture. It relates to the preparation of sauces or marinades, combining raw materials according to specified recipes. It details the skills required to set up and maintain the brining process. It is also about working to product specifications and production schedules.

### Performance objectives

The learner must be able to:

1. prepare to mix.

This means you:

- 1.1 prepare according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 1.2 obtain and interpret brining specification
- 1.3 prepare equipment and associated work areas into a suitable condition
- 1.4 set up and ensure the accuracy of weighing equipment
- 1.5 obtain and prepare raw materials of required quality according to specification
- 1.6 take effective action in response to operating problems
- 1.7 maintain effective communications.

<b>Performance objectives</b>
The learner must be able to: 2. prepare mix.
This means you: 2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 2.2 accurately measure required quantities of raw materials according to specification 2.3 add raw materials to mix in correct sequence according to operating instructions 2.4 mix raw materials to achieve required product specification 2.5 handle raw materials in a manner which maintains quality and condition 2.6 test quality and consistency of mix 2.7 make sure mix is transferred to the next production stage 2.8 take effective action in response to operating problems 2.9 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to: 3. finish mixing process.
This means you: 3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 3.2 dispose of waste material according to organisational procedures 3.3 make equipment and work area ready for future use, after the completion of the process 3.4 maintain effective communication 3.5 accurately complete all records.

## Essential knowledge

The learner will need to know and understand:

1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. how sauces/marinades are used within food manufacture
3. the facilities and equipment required to prepare sauces
4. how to assess the quality of raw materials
5. the importance of raw material quality to sauce/marinade production
6. how to mix sauces/marinades
7. the importance of accurately following recipes
8. how to set up and ensure accuracy of weighing equipment
9. how to test the quality and consistency of sauces/marinades
10. how to prepare facilities and equipment for operation
11. how sauce/marinade quality can impact on final product quality
12. how raw materials should be handled to maintain condition and quality
13. what action to take when the process specification is not met
14. how to dispose of waste correctly and why it is important to do so
15. common quality problems and their likely causes
16. labelling and traceability relevant to sauce/marinade
17. the limits of your own authority and competence and why it is important to work within those limits
18. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.

## Unit 060      Prepare sauces/marinades by hand in food manufacture

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to mix** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **preparing mix** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing the mixing process** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



## Unit 061

# Principles of brining and salting fish or shellfish

<b>SCQF Level:</b>	6
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of brining and salt curing fish or shellfish in food and drink manufacture and/or supply operations. It includes an understanding of the science and technology required to brine and cure seafood to produce a finished product or raw material for further processing such as smoking. The principle of brining and salting fish or shellfish is integral to processing operations.</p> <p>You will be able to understand the science and technology required to brine and cure fish or shellfish to produce a finished product or raw material for further processing such as smoking.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of brining and salting fish or shellfish to support your role.</p>

### Essential knowledge

The learner will need to know and understand:

1. how variations in typical process specifications can impact on brining operations
2. how to assess that raw material is suitable for brining or salting
3. how to prepare the facilities, tools and equipment for brining or salting
4. how raw material quality and temperature can impact on the process and how this may be monitored
5. how to assess the suitability of salt, water and other ingredients for use in brining or salting
6. how to prepare brines of different strengths and make suitable adjustments to achieve the required concentrations
7. how to measure brine strength and temperature using a variety of

different methods

8. how to establish what are appropriate brining or curing times
9. how the key characteristics of brine will change during brining and what impact this will have on the finished product including concentration, temperature and purity
10. why fish/shellfish is allowed to rest after brining or salting
11. how to assess the quality of brined or cured fish/shellfish
12. the impact of handling and storage on the condition and quality of brined or cured fish/shellfish
13. how to change the conditions during brining to solve common quality problems and their likely causes
14. the methods used to hold material in brine
15. the methods used to apply and hold dry cures
16. how flesh oil content and thickness/size impacts on brining or curing times
17. the process of osmosis and its impact on flesh during the brining/curing process
18. how to assess salt levels in processed fish/shellfish and the role this plays in ensuring food safety
19. the impact on yield of brining and curing.

## Unit 062

# Plan and organise your own work activities in a food business

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the skills needed for you to plan and organise your own work activities in a food business. Planning and organising your own work activities is important for the successful completion of aims and objectives.

You will be able to identify and agree your work objectives within an area of the food business, determine your work plans and organise your time and resources in line with food business requirements. You will also be able to recognise how your own work impacts on the effectiveness of the team, the area in which you work and the food business as a whole.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in planning and organising your own work activities in a food business.

<b>Performance objectives</b>
The learner must be able to: 1. identify and plan work activities.
This means you: 1.1 identify and agree the responsibilities and limits of your role in a food business 1.2 determine and agree the objectives of your role and agree how your activities will be measured 1.3 ensure you have the resources to carry out the agreed objectives 1.4 plan how and when you will carry out your work activities to agreed food business requirements 1.5 ensure your planned work activities are in line with the team, area of work and whole business policies, objectives and plans.

### **Performance objectives**

The learner must be able to:

2. organise your work activities.

This means you:

- 2.1 organise your time and resources effectively
- 2.2 identify any gaps between the requirements of your job role and your current skills, knowledge and understanding
- 2.3 ensure your work activities achieve the expected quality, productivity, compliance standards or other requirements of the food business
- 2.4 receive valid and objective feedback on your work activities and act upon it.

### **Essential knowledge**

The learner will need to know and understand:

1. how to source the organisational policies, plans, objectives, culture and procedures and why it is important to adhere to them when planning and organising your own work activities
2. the organisational methods of communication and information technology available in the food business and how to make best use of them
3. how to identify the responsibilities, limits and objectives of your role
4. why it is important to plan your activities and how to do this
5. how to use the resources available in your food business to help plan, organise and carry out your work activities
6. how to record your time and make improvements where necessary
7. why it is important to work to the food business quality, compliance and productivity or other food business requirements and how to do this
8. how to identify your training and development needs and agree with relevant people how these can be addressed
9. how to receive feedback on the planning and organising of your work activities.

## Unit 062      Plan and organise your own work activities in a food business

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **identifying and planning work activities** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **organising your work activities** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 063

# Prepare tools and equipment for use in food and drink operations

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the preparation of tools and equipment for use in a range of food and drink operations.

It covers obtaining tools and equipment from storage or cleaning areas in readiness for production work to a schedule. It also covers setting up tools and equipment ready for the start of production.

This unit is appropriate to those working in food and drink operations that are required to prepare tools and equipment.

### Performance objectives

The learner must be able to:

1. prepare tools and equipment for use in food and drink operations.

This means you:

- 1.1 obtain tools and equipment that are appropriate to the scheduled food and drink operations
- 1.2 check that tools and equipment are undamaged, clean and fit for purpose
- 1.3 select and use the correct personal protective equipment and clothing
- 1.4 prepare and set up tools and equipment according to the production schedule requirements
- 1.5 adjust the required tools and equipment correctly to the settings required for the start-up of production
- 1.6 take action to deal with problems outside your own area of responsibility
- 1.7 complete all records accurately and promptly
- 1.8 follow legal and regulatory, health and safety, hygiene and environmental standards and instructions.

### **Essential knowledge**

The learner will need to know and understand:

1. the relevant legal and regulatory, health and safety, hygiene and environmental standards and instructions, and what might happen if they are not met
2. the importance of only using equipment and tools that you are trained to use
3. why it is important to identify hazards and take the necessary precautions to avoid them
4. the range of tools and equipment used for the food and drink operations and their appropriate use
5. the purpose of personal protective equipment and clothing
6. how to source and read production schedules and other relevant production documentation
7. the importance of obtaining and preparing tools and equipment in advance of production start-up
8. the effect on yield of incorrect or poorly prepared tools, routine checks and maintenance requirements
9. the problems that can occur because of broken or faulty equipment and tools
10. reporting procedures for faulty or broken equipment and tools
11. the limits of your own authority and why it is important to work within them.

## **Unit 063            Prepare tools and equipment for use in food and drink operations**

Supporting information

### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing tools and equipment for use in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



<b>SCQF Level:</b>	6
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the principles of fish or shellfish quality assessment.

It covers the assessment of fish and shellfish quality using organoleptic methods. It includes an appreciation of the science behind spoilage, the maintenance of quality, the factors that can impact on the quality of seafood and an understanding of the methods used to assess and score fish and shellfish quality.

This unit is for you if you require product knowledge of fish or shellfish to support your occupational role in a processing or retail environment.

**Essential knowledge**

The learner will need to know and understand:

1. fish/shellfish spoilage and its causes
2. the impact of handling and temperature control practices on fish/shellfish quality and spoilage rates
3. the various methods used to assess the quality of fish/shellfish including organoleptic testing, chemical and microbiological methods and their limitations
4. how to determine the appropriate organoleptic quality assessment method to use
5. how to use QIM quality assessment schemes
6. how to use raw torry quality assessment schemes
7. how to use cooked torry quality assessment schemes
8. quality assessment taste calibration
9. how to establish quality assessment teams or panels
10. the role of quality assessment in quality assurance
11. the management of quality assessment in the fish/shellfish industry
12. the legislation that controls fish/shellfish quality assessment.

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about understanding the principles of the fish or shellfish smoking process. It includes understanding the science and technology required to effectively smoke a range of fish or shellfish.

You will know and understand the science and technology required to effectively smoke a range of different fish or shellfish products. You will know and understand the factors affecting the smoking of fish or shellfish. You will also know and understand the different smoking techniques and how they produce different products.

This unit is for you if you work in fish or shellfish processing and are involved in the smoking of fish or shellfish.

**Essential knowledge**

The learner will need to know and understand:

1. how variations in typical smoking specifications can impact on the process requirements of hot and cold smoking
2. how to prepare the facilities, tools and equipment required to smoke fish/shellfish
3. the different types of wood used in smoking and the different methods of generating smoke
4. how to assess that fish/shellfish is suitable and ready for smoking
5. how to monitor the smoking process and the impact that variations in parameters will have on the process including temperature, humidity and flow rates
6. how smoking kilns operate including how they should be prepared and controlled
7. the methods used to hold fish/shellfish in smoking kilns
8. the impact of handling and storage on the condition and quality of smoked product
9. how the smoking process can impact on yield and product quality
10. smoking as a method for processing fish/shellfish

11. how the smoked product appearance and flavour will vary depending on smoking times and fuel types
12. how to manage the smoking process to solve common quality problems and their likely causes
13. how different preparation and smoking techniques produce different smoked fish/shellfish products
14. the role of brining and salting in preparation for smoking
15. wood quality and how it can impact on the smoking process
16. how fish/shellfish flesh oil content, temperature, air flow, humidity and smoking times impact on the characteristics of smoked products
17. what methods are appropriate for end product testing and what should be tested for
18. what are accepted good manufacturing practices in fish/shellfish smoking.

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of frying fish and chips. It covers the understanding of how fish and chips are prepared and cooked within a fish and chip shop or restaurant using a frying range. You will know how fish, batter and chips are prepared for cooking and the changes that may take place within these materials during preparation, cooking and hot holding.</p> <p>You will know how heat is transferred to products and the changes which take place within products during frying and the importance of correct post-cooking hot holding. You will also understand the changes which occur to frying media when heated and how these changes are controlled to ensure effective frying of products.</p> <p>This unit is for you if you require product knowledge of fish and chips to support your occupational role in a processing or retail environment.</p>

### Essential knowledge

The learner will need to know and understand:

1. the types of fish, their characteristics and suitability from a business and customer perspective
2. variations in potato characteristics and the impact of season, storage and variety on the selection of potatoes for chipping
3. the advantages and disadvantages of propriety batter mixes
4. how to effectively store fish, potatoes and other raw materials
5. the importance of choosing to use fats or oils of the correct type for frying
6. the range of fats and oils available and the impact of regional preferences
7. the chemical structure of frying fats and oils

8. how the chemical structure of frying fats and oils are affected by heat over time
9. why it is necessary to effectively manage fats or oils to avoid deterioration in the quality of the frying medium and fried products
10. how heat is transferred from the frying media to a deep fry product
11. the meaning of the terms 'slip point', 'smoke point' and 'flash point' for a fat or oil and their importance for the operating temperature of the fryer
12. the physical changes that take place within products during the frying process
13. how the absorption of fats into the surface of products during the frying process is important to the eating quality of the product and its resultant calorific value and perceived impact on diet and health
14. the effects of frying with too low or too high a temperature
15. the effects of frying for too short or too long a duration
16. the potential impacts of different frying methods and types of ranges
17. how to avoid common errors in frying fish and chips
18. the current general state of fish stocks and those species-specific issues, including quotas, sustainability and the environment, that are likely to impact upon the fish and chip sector.

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the principles of marine finfish product knowledge. Good product knowledge is essential if you are to understand and effectively promote the range of fish available for retail sale.

This unit is about product knowledge for seafood retailers, specifically knowledge of marine finfish. It includes knowledge of the intrinsic and extrinsic factors that influence the buying decisions of consumers with relation to specific species. Knowledge of wider issues that are of interest to consumers is also within the scope of this unit. Whole fish and part-processed fish/fish products are within the scope of this unit.

This unit is for you if you require product knowledge of marine finfish to support your occupational role in a processing or retail environment.

### Essential knowledge

The learner will need to know and understand:

1. the methods commonly used to harvest these species and locations/regions/grounds from which they are harvested
2. the different methods used to process and distribute chilled and frozen marine finfish products commonly traded commercially in the UK
3. the range of commercial fish species that are commonly defined as marine finfish including alternative legally acceptable or approved commercial names
4. the role of aquaculture in supplying marine finfish for retail sale
5. the current general state of fish stocks and species-specific issues including quotas, sustainability and the environmental impact of fishing/aquaculture methods
6. the impact of seasonal variations and adverse weather conditions on a specific product availability, condition, quality and typical price
7. the taste and texture attributes of chilled, frozen and defrosted fish and how these are perceived by customers
8. those species-specific attributes including flavour, texture, colour

- and oil content, packaging/presentation and other factors that may influence individual buying choices
9. the typical cuts and portion sizes for adults and children, and suggested cooking methods/recipes for a variety of commercial species
  10. the range of marine finfish products available including different packaging systems and processing methods such as MAP, Vac-Pack, smoking, marinating and drying
  11. what alternative or substitute products and species may be suitable for the consumer, and the dietary, cultural or religious factors that may influence your advice
  12. the handling, display and storage requirements for individual species and products in a retail environment
  13. appropriate recommendations to consumers for handling and storage prior to consumption
  14. fish quality assessment and quality indicators that apply to marine finfish/finfish products, and the limitations of shelf life and best before dates
  15. where to find up-to-date information on marine finfish for use by seafood retailers and consumers
  16. general nutrition and health issues, including any species-specific recommended consumption targets/limits
  17. specific food safety risks such as potential presence of allergens, contaminants and other threats to human health, and how these risks may be mitigated
  18. what legislation and best practice guidance applies to the sale of marine finfish and finfish products.

<b>SCQF Level:</b>	7
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of seafood quality science. Good product knowledge is essential if you are to understand and effectively promote the range of seafood products available for retail sale.</p> <p>This unit is about the physical, biochemical, microbial and other changes that over time impact on the quality of seafood flesh. This includes both intrinsic and extrinsic factors that help to retard or accelerate the changes that play such an important role in the organoleptic quality and safety of seafood flesh.</p> <p>This unit is for you if you require product knowledge of seafood products to support your occupational role in a processing or retail environment.</p>

### Essential knowledge

The learner will need to know and understand:

1. the impact of variations in the live animal – species, age, sex, season, presence of parasites and contaminants
2. the impact of harvesting method, live holding regimes and stress
3. the physical and biochemical characteristics and composition of fish and shellfish flesh – connective tissue, muscle, unsaturated lipid levels, soluble nitrogen compounds and enzymes
4. differences between white fish, oil rich fish and shellfish, marine and freshwater species
5. typical microflora, the key spoilage organisms and their role in spoilage
6. key biochemicals – Inosine, Hypoxanthine, Xanthine, Uric Acid, TMA, TVB, ATP, ADP and AMP
7. post-mortem changes – pre-rigor, rigor mortis and post-rigour
8. autolysis of flesh and enzyme activity
9. oxidation of lipids and rancidity
10. microbial spoilage and metabolic activities of microbes
11. other post-mortem changes, eg melanosis, loss of colour and gaping



12. the impact of post-harvest handling on spoilage including bleeding, gutting, washing, chilling and freezing
13. the impact of post-harvest processing on quality including temperature reduction, heat treatment, pH and water activity, salt, UHP and irradiation
14. the impact of post-processing packaging and handling on quality including overwrap, MAP and cook-chill
15. the basis of flavour and odour changes
16. the determination of freshness by electrochemical, biochemical, chemical and organoleptic methods, and the advantages and limitations of each
17. shelf life determination
18. nutritional qualities of seafood
19. threats to human health including biotoxins, allergens, parasites and common contaminants
20. food safety, HACCP and quality standards.

## Unit 069

# Principles of shellfish, non-marine finfish and marine food products

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the principles of shellfish, non-marine finfish and marine products. Good product knowledge is essential if you are to understand and effectively promote the range of shellfish, non-marine finfish and marine products available for retail sale.

This unit is about product knowledge for seafood retailers, specifically knowledge of shellfish, non-marine finfish and marine food products. It includes knowledge of the intrinsic and extrinsic factors that influence the buying decisions of consumers with relation to specific species. Knowledge of wider issues that are of interest to consumers is also within the scope of this unit. Whole and part-processed products are within the scope of this unit.

Non-marine finfish include salmon, trout and freshwater species. Marine food products include 'sea vegetables' and other marine products commonly traded commercially in the UK as food for human consumption.

This unit is for you if you require product knowledge of shellfish, non-marine finfish and marine products to support your occupational role in a processing or retail environment.

### Essential knowledge

The learner will need to know and understand:

1. the methods commonly used to harvest these species and locations/regions/grounds from which they are harvested
2. the different methods used to process and distribute live, chilled and frozen shellfish, non-marine finfish and marine food products
3. the range of commercial species that are commonly defined as shellfish, non-marine finfish and marine food products including

- alternative legally acceptable or approved commercial names
4. the role of aquaculture in supplying shellfish, non-marine finfish and marine food products for retail sale
  5. the current general state of stocks and species-specific issues including quotas, sustainability and the environmental impact of harvesting/aquaculture methods
  6. the impact of seasonal variations and adverse weather conditions on a specific product's availability, condition, quality and typical price
  7. the taste and texture attributes of chilled, frozen and defrosted products and how these are perceived by customers
  8. those species-specific attributes including flavour, texture, colour and oil content, packaging/presentation and other factors that may influence individual buying choices
  9. the typical forms, presentation styles and portion sizes for adults and children and suggested cooking methods/recipes for a variety of commercial products
  10. the range of shellfish, non-marine finfish and marine food products available including different packaging systems and processing methods such as MAP, Vac-Pack, smoking, marinating and drying
  11. what alternative or substitute products and species may be suitable for the consumer, and the dietary, cultural or religious factors that may influence your advice
  12. the handling, display and storage requirements for individual species and products in a retail environment
  13. appropriate recommendations to consumers for handling and storage prior to consumption
  14. quality assessment and quality indicators that apply to these products, and the limitations of shelf life and best before dates
  15. where to find up-to-date information on shellfish, non-marine finfish and marine food products for use by seafood retailers and consumers
  16. general nutrition and health issues, including any species-specific recommended consumption targets/limits
  17. specific food safety risks such as potential presence of allergens, contaminants and other threats to human health, and how these risks may be mitigated
  18. what legislation and best practice guidance applies to the sale of shellfish, non-marine finfish and marine food products
  19. the specific requirements for the distribution, storage, handling and sale of live bivalve molluscs.

## Unit 070

## Prepare food product orders for customers

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the skills needed for you to prepare food product orders for customers. It includes weighing, packing and labelling food products by hand to specific customer requirements in food and drink manufacture and/or supply operations. Preparing food product orders by hand is important for maintaining product quality and food safety and meeting specific customer requirements, and is a key skill in sales outlets such as butchers, delicatessens, cheesemongers and greengrocers.</p> <p>You will be able to identify customer requirements, weigh food products and prepare packaging and product for packaging. You must also be able to package and label the food product by hand to customer and organisational requirements.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the preparation of food product orders for customers.</p>

### Performance objectives

The learner must be able to:

1. identify customer needs and prepare food product.

This means you:

- 1.1 adhere to organisational and regulatory requirements when preparing food orders for customers
- 1.2 identify the customer's needs and record them
- 1.3 check the customer's requests and identify whether all requests can be met
- 1.4 select bulk food products of the quality and size required to meet the customer's needs
- 1.5 minimise waste when cutting and preparing food products.

### **Performance objectives**

The learner must be able to:

2. weigh, package and wrap food product.

This means you:

- 2.1 put the food products on the weighing equipment in a way that meets hygiene and food safety requirements
- 2.2 read the displayed weight, check that it meets the customer's requirements and if necessary make adjustments to the product to meet those requirements
- 2.3 record the details of the food products provided for the order
- 2.4 select wrapping material to contain food products
- 2.5 package or wrap products to make sure the food product condition and integrity is protected
- 2.6 check that the order is complete and store it in the appropriate place ready for delivery or collection.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational standard operating procedures during the weighing and packing of food by hand
2. how to identify customer needs and fulfil them accurately
3. why it is important to keep cooked and raw food products separate when weighing, labelling and packaging
4. the relevant people to ask if you do not understand a customer's requirements
5. advantages and disadvantages of trimming to customer requirements
6. why it is important to check the cleanliness of tools and equipment
7. how to use weighing equipment
8. how to weigh food products accurately
9. how to avoid contamination during the weighing and packing of food products by hand
10. the packaging materials, tools and equipment needed to carry out packing of food products by hand
11. the packaging options available for food products
12. the regulatory requirements for food product labelling
13. why food products should be labelled clearly
14. how to handle food products to maintain their quality
15. how to dispose of waste products from weighing and packaging operations
16. how ineffective weighing, packaging and labelling can lead to wastage, potential customer complaints and lost revenue
17. how to deal with operating problems within the limits of your responsibility.

## **Unit 070            Prepare food product orders for customers**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **identifying customer needs and preparing food product** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **weighing, packaging and wrapping food product** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 071

## Process fish by hand

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about processing fish by hand. It details the skills required to set up and process fish using a knife to pin bone fillets, trim fillets, hand portion fillets, skin fish and fish fillets, steak whole fish and slice fish fillets. It is also about working to organisational product specifications and production schedules.

You will be able to prepare for, carry out and finish the processing of fish by hand.

This unit is for you if you work in fish processing and are involved in the processing of fish by hand.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to process fish by hand.
This means you: 1.1 prepare according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 1.2 confirm process specification 1.3 prepare work station to ensure conditions are suitable for hand processing 1.4 obtain tools and equipment required to support planned processing operations 1.5 sharpen knife/knives) into a condition suitable for achieving required process specification 1.6 obtain fish to meet required process specification 1.7 take effective action in response to operating problems 1.8 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to: 2. process fish by hand.

This means you:

- 2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 2.2 process fish to achieve required yield and quality requirements
- 2.3 trim products to achieve required appearance
- 2.4 achieve required rate of production
- 2.5 handle and store fish and fish products in a manner which maintains quality and condition
- 2.6 maintain condition of work station throughout the process
- 2.7 dispose of waste material according to organisational procedures
- 2.8 sharpen knives as required to maintain their effectiveness as cutting tools
- 2.9 make sure the product is correctly transferred to the next stage in the process
- 2.10 take effective action in response to operating problems
- 2.11 maintain effective communication.

### **Performance objectives**

The learner must be able to:

3. finish processing fish by hand.

This means you:

- 3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
- 3.2 deal correctly with materials that can be recycled or reworked
- 3.3 dispose of waste material according to organisational procedures
- 3.4 make equipment and work station ready for future use, after the completion of the process
- 3.5 maintain effective communication
- 3.6 accurately complete all records.

### **Essential knowledge**

The learner will need to know and understand:

1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. the personal protective clothing that is required to support hand processing
3. the tools and equipment required to support hand processing
4. how to sharpen, maintain and store knives
5. how to obtain and interpret the relevant process and quality specifications
6. how to identify commonly processed fish species
7. how to prepare and maintain work stations in a condition suitable for hand processing
8. how to pin bone fillets, trim fillets, hand portion, skin whole fish, steak whole fish and slice efficiently to achieve the required product specification
9. how to assess the quality of whole fish and fish products
10. how to deal with fish and fish products that are not fit for use



11. common quality problems associated with hand processing and their likely causes
12. the importance of accuracy during processing
13. what action to take when the process specification is not met
14. what by-products from the process can be reworked and recycled
15. product control and traceability during processing operations
16. how to dispose of waste according to organisational procedures
17. the limits of your own authority and competence and why it is important to work within those limits
18. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.

## Unit 071      Process fish by hand

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to process fish by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **processing fish by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing processing fish by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 072

## Process fish and shellfish for sale in a retail environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about controlling shellfish depuration. It details the skills required to set up, operate and control a shellfish depuration process. It is also about working to product specifications and production schedules.</p> <p>This unit is for you if you conduct shellfish depuration production.</p>

<b>Performance objectives</b>
The learner must be able to:
1. prepare to process fish and shellfish in a retail environment.
This means you:
1.1 prepare and organise your work area and the tools and equipment you will need so that you can work safely, hygienically and efficiently
1.2 correctly identify the fish or shellfish you have been asked to prepare and accurately check that it is fit to sell
1.3 keep fish or shellfish fit to sell while preparing it for processing
1.4 hygienically and safely prepare the fish or shellfish for processing
1.5 maintain hygienic working conditions
1.6 maintain the health and safety of yourself and others.

<b>Performance objectives</b>
The learner must be able to:
2. process fish and shellfish using hand tools in a retail environment.
This means you:
2.1 carry out work safely in line with health and safety requirements
2.2 process fish and shellfish to give products that meet specifications for yield and quality
2.3 keep fish and shellfish in a saleable condition while processing
2.4 place processed products that meet specifications in a suitable storage container
2.5 follow set procedures to deal with products that do not meet specifications

- 2.6 get rid of waste materials according to set procedures
- 2.7 clean processing tools and equipment and put them away
- 2.8 maintain hygienic working conditions
- 2.9 maintain the health and safety of yourself and others.

### **Essential knowledge**

The learner will need to know and understand:

1. the company's hygiene policy and the reasons for following it while processing fish and shellfish
2. the dangers and disadvantages of using unsafe and blunt tools and equipment
3. the reasons for following safe working practices
4. the types of accident and injury that can happen during hand processing, and the procedures for dealing with these
5. how to recognise the fish and shellfish species that are usually sold in fish retail outlets
6. how to recognise fish and shellfish that is not fit to sell
7. dangers and disadvantages of using unsafe and blunt tools
8. emergency procedures
9. the company's cleaning schedule and why you should follow it
10. waste disposal procedures
11. where the different body parts are found on round fish, flat fish and shellfish species, and how this affects the way you process the various species
12. why it is important to cut fish and shellfish in exactly the right places
13. techniques for processing fish hygienically and safely so as to produce the yield and quality needed
14. how to dress cooked shellfish.

## **Unit 072                  Process fish and shellfish for sale in a retail environment**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to process fish and shellfish in a retail environment** in accordance workplace procedures.

Evidence of **processing fish and shellfish using hand tools in a retail environment** in accordance with workplace procedures.

## Unit 074

# Sell food products in a retail food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about the skills needed for you to sell food and drink products in a food retail environment in food and drink manufacture and/or supply operations. Selling food products in a food retail environment is important to an effective organisation. It is also important for customer care.

You will be able to establish and satisfy customer needs. You will also be able to process the sale of food and drink products.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in a food and drink retail unit and serve customers at the counter.

<b>Performance objectives</b>
The learner must be able to: 1. establish customer needs.
This means you: 1.1 greet your customer politely 1.2 find out what food and drink product your customer wants and the amount 1.3 offer suitable alternatives when food or drink products are unavailable or your customer is undecided 1.4 show customers their selected products to confirm they are what they want and wrap or pack the products appropriately.

<b>Performance objectives</b>
The learner must be able to: 2. satisfy customer needs.
This means you: 2.1 provide information to customers about the safe transport, storage and keeping of products, where this is requested or advisable 2.2 conduct the sale courteously, and at a pace which is appropriate to the needs of the customer and the trading conditions

2.3 comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the sale.

### **Performance objectives**

The learner must be able to:

3. process the sale of food and drink products.

This means you:

- 3.1 confirm with customers the price and the method of payment
- 3.2 process payment or credit correctly according to the policy of your organisation
- 3.3 keep payments and stock safe throughout the transaction
- 3.4 report mistakes and problems promptly to the relevant person and take corrective action
- 3.5 thank your customer and say goodbye politely.

### **Essential knowledge**

The learner will need to know and understand:

1. health, safety and hygiene requirements related to selling food and drink products and what might happen if they are not met
2. why it is important to find out exactly what food and drink products your customer wants
3. why it is important to confirm the exact quantities, type and quality of food and drink products your customer wants
4. why it is important to work within your customer's price range
5. why it is important to provide suitable alternatives when your customer's first choice cannot be met and what alternatives can be offered
6. the process of taking customer orders for products not in stock
7. why it is important not to cause conflict as a result of your customer's change of mind
8. ways to keep payments and stock safe
9. legal tender and the basic trading rights of the customer and trader
10. company procedures for dealing with methods of payment available to customers
11. the importance of good standards of customer service to retail operations
12. what the limits of your own authority are and the consequences of operating outside these limits
13. when to provide supporting information about the safe transport, storage and keeping of food and drink products
14. the importance of effective communication and the implications of not communicating effectively.

## Unit 074      Sell food products in a retail food environment

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **establishing customer needs** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **satisfying customer needs** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **promoting food and drink products** to customers as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



## Unit 076

## Shuck bivalves by hand

<b>SCQF Level:</b>	5
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about shucking bivalves by hand. It details the skills required to set up and shuck bivalves using a knife. It is also about working to organisational product specifications and production schedules.

You will be able to prepare for, carry out and finish the shucking of bivalves by hand.

This unit is for you if you work in shellfish processing and shuck bivalves.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to shuck.
This means you: 1.1 prepare according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 1.2 confirm process specification 1.3 prepare work station to ensure conditions are suitable for shucking 1.4 obtain tools and equipment required to support shucking process 1.5 sharpen knife/knives into a condition suitable for achieving required production specification 1.6 obtain bivalves to meet required process specification 1.7 take effective action in response to operating problems 1.8 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to: 2. shuck bivalves.
This means you: 2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions 2.2 shuck bivalves to achieve required yield and quality 2.3 accurately remove all unwanted body parts and clean bivalve

meats
2.4 achieve required rate of production
2.5 handle and store bivalve meats in a manner which maintains quality and condition
2.6 maintain condition of work station throughout the process
2.7 dispose of waste material according to organisational procedures
2.8 sharpen knives as required to maintain their effectiveness as cutting tools
2.9 make sure the product is correctly transferred to the next stage in the process
2.10 take effective action in response to operating problems
2.11 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to:
3. finish shucking process.
This means you:
3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions
3.2 deal correctly with materials that can be recycled or reworked
3.3 dispose of waste material according to organisational procedures
3.4 make equipment and work station ready for future use, after the completion of the process
3.5 maintain effective communication
3.6 accurately complete all records.

### **Essential knowledge**

The learner will need to know and understand:

1. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. the personal protective clothing that is required to support shucking
3. the tools and equipment required to support bivalve shucking
4. how to sharpen, maintain and store knives
5. how to obtain and interpret the relevant process and quality specifications
6. how to identify different bivalve species
7. how to prepare and maintain work stations in a condition suitable for shucking
8. how to shuck efficiently to achieve the required product specification
9. how to assess the quality of bivalves and bivalve meats
10. common quality problems associated with bivalve shucking and their likely causes
11. the importance of removing all unwanted body parts from bivalves
12. how to deal with bivalves and bivalve meats that are not fit for use
13. what action to take when the process specification is not met
14. product control and traceability during processing operations
15. how to dispose of waste according to organisational procedures
16. the limits of your own authority and competence and why it is

important to work within those limits

17. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so.

## Unit 076            Shuck bivalves by hand

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to shuck** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **shucking bivalves** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing the shucking process** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 077

# Slice and bag individual food products

<b>SCQF Level:</b>	5
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about slicing and bagging individual food products using a slicing machine in a non-automated food production or distribution environment.

You will be able to set up the slicing machine correctly and load and slice individual or small numbers of food products. You will be able to select the correct bags and closures, and bag the product reliably.

<b>Performance objectives</b>
The learner must be able to: 1. slice individual products.
This means you: 1.1 comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout slicing operations 1.2 check the available products against your instructions and specifications and take prompt action on discovering any discrepancy 1.3 select and check the operating condition of slicing equipment 1.4 load the slicing equipment correctly and ensure safety devices are activated 1.5 slice products correctly and reliably to specification 1.6 position the products correctly for further processing.

<b>Performance objectives</b>
The learner must be able to: 2. bag and close individual products.
This means you: 2.1 comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout bagging and closing operations 2.2 check the available sliced products against your instructions and specifications and take prompt action on discovering any

discrepancy

- 2.3 select and check the correct bags and closures for use
- 2.4 check bagging and closure equipment for cleanliness and operation
- 2.5 bag sliced products accurately and reliably to specification
- 2.6 close bagged products accurately and reliably to specification
- 2.7 place bagged products in the correct condition and location for further processing.

### **Essential knowledge**

The learner will need to know and understand:

1. health, safety and hygiene requirements related to slicing and bagging food products and what might happen if they are not met
2. requirements of weighing regulations and the importance of correct slicing and bagging to maintain weight and comply with these regulations
3. common sources of food product contamination during slicing and bagging
4. how to avoid contamination when slicing and bagging food products and what might happen if this is not done
5. how to recognise and report sliced food products that do not meet specification
6. the procedure for rejecting and isolating non-compliant sliced food products
7. food product bagging materials and their basic properties in maintaining product quality and shelf life
8. the widths between the blades of slicing machines that provide for different thickness of slices
9. how to recognise and report poor slicing machine performance caused by blunt slicing blades
10. how to check colour codes or arrangements for applying correct closures
11. how to check the labels on bags to ensure compliance with product specification.

## Unit 077      **Slice and bag individual food products**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **slicing individual products** in accordance with workplace procedures.

Evidence of **bagging and closing individual products** in accordance in workplace procedures.

## Unit 078

# Supply materials for production in food and drink operations

<b>SCQF Level:</b>	5
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This standard is about ensuring that there are sufficient and timely supplies of materials to meet production requirements. It covers matching production needs with availability of supplies as well as maintaining that supply to ensure smooth running in production.

This standard is for you if you work in food and drink operations and your job requires you to arrange the supply of food and drink materials to the production area.

<b>Performance objectives</b>
The learner must be able to: 1. supply materials for production in food and drink operations.
This means you: 1.1 maintain an organised and tidy work area 1.2 identify the service and supply needs of the production area and work stations 1.3 check the volume of supplies to meet demands 1.4 forecast stock required to meet the demands of production 1.5 deliver the required quantity of supplies to the production areas and/or work stations 1.6 maintain stock levels within production areas and/or work stations to the specified levels 1.7 maintain storage environments within production areas and/or work station to the required specifications 1.8 follow stock rotation requirements for products and materials to the required specification 1.9 record change of supplier where relevant 1.10 ensure stock is on site and available for production 1.11 prepare contingency plans when low or no product available 1.12 report any discrepancies in the supplies to the relevant person follow safe and hygienic working practices 1.13 complete all records accurately and promptly 1.14 follow relevant legal and regulatory; health and safety, hygiene and environmental standards or instructions.



### **Essential knowledge**

The learner will need to know and understand:

1. the importance of a well organised, clean and tidy work area
2. the service and supply needs of the production area and/or work station(s) and why these should be accurately and regularly identified
3. the specific levels of stock to be maintained at the production area and work station(s)
4. how to identify and select supplies to meet production specifications
5. why discrepancies in stock level and material quality should be reported
6. the specific areas for supplies to the production area and work station(s), and why these must be used
7. how to store supplies, taking into account different varieties of similar product the purpose of stock rotation
8. types and quantities of materials used in the production process
9. how shortages of supplies of materials affect production runs
10. why it is important to check and maintain product temperature
11. why the change of product supplier should be recorded and notified to align the use of electronic recording and scanning systems
12. what planning tools and methods can be used to optimise supply and why are they used
13. why it is important to keep accurate records and what could happen if this is not done
14. relevant legal and regulatory; health and safety and hygiene and environmental standards and instructions
15. the consequences of not meeting relevant legal and regulatory requirements.

## **Unit 078**      **Supply materials for production in food and drink operations**

Supporting information

### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **supplying materials for production in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 079

# Prepare ingredients and store fillings and toppings in food manufacture

<b>SCQF Level:</b>	4
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about preparing, mixing, storing and maintaining the supplies of a range of fillings and toppings in a food production environment.

Flour confectionery fillings typically include jam, buttercream and non-dairy confectionery spreads, dairy cream, fruit fillings and mincemeat.

Toppings include fondants, water icing, royal icing and chocolate covering.

Savoury fillings and toppings include prepared meats, vegetables, cheeses, cereals, herbs and spices.

You will be able to identify and select ingredients or base preparations for fillings and toppings and prepare for mixing. You will be able to prepare and mix ingredients correctly, adjust mixtures to meet specifications, and store and maintain the supplies of fillings and toppings ready for processing.

### Performance objectives

The learner must be able to:

1. select, prepare and mix ingredients.

This means you:

- 1.1 select the correct ingredients according to instructions and specifications
- 1.2 weigh and measure the required ingredients accurately
- 1.3 isolate and report any substandard ingredients, and obtain authority to source replacement supplies where this is necessary
- 1.4 select and check the equipment is fit for purpose to meet production needs

- |   |
|---|
| 1.5 prepare and mix ingredients according to specifications               |
| 1.6 check that you minimise waste and correctly deal with scrap material. |

<b>Performance objectives</b>
The learner must be able to: 2. store and maintain supplies and fillings and toppings.
This means you: 2.1 select and check prepared fillings and toppings according to your instructions and specifications 2.2 place prepared fillings and toppings in the correct condition and location and label where required, ready for further processing 2.3 monitor the quality of fillings and toppings against specifications and the quantity of them against production needs, and report any inconsistency to the relevant personnel.

<b>Performance objectives</b>
The learner must be able to: 3. follow health, safety and hygiene requirements.
This means you: 3.1 comply with health, safety and hygiene requirements 3.2 wear the correct personal protective clothing and equipment throughout preparation and production operations.

**Essential knowledge**

The learner will need to know and understand:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. health, safety and hygiene requirements related to mixing and storing flour confectionery fillings and toppings and what might happen if they are not met</li><li>2. the basic purpose of the mixing process for flour confectionery fillings and toppings</li><li>3. how to avoid contamination during mixing and storing flour confectionery fillings and toppings and what might happen if this is not done</li><li>4. how to recognise and report flour confectionery fillings and toppings that do not meet specification</li><li>5. the procedure for rejecting and isolating substandard fillings and toppings</li><li>6. types of personal protective clothing/equipment and working practices which are useful in combating potentially harmful effects of dust from ingredients and allergies from skin contact with ingredients, when mixing flour confectionery fillings and toppings</li><li>7. how to report on the quality and quantity of fillings and toppings and arrange for the production of supplies to meet production needs</li><li>8. how to maintain filling condition and deal with time constraints in readiness for processing.</li></ol> |
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## **Unit 079            Prepare ingredients and store fillings and toppings in food manufacture**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **selecting, preparing and mixing ingredients** in accordance with workplace procedures. This must include three different types of ingredients.

Evidence of **storing and maintaining supplies, fillings and toppings** in accordance with workplace procedures. This must include two types of supplies, fillings and toppings.

Evidence of **following health, safety and hygiene requirements** in accordance with workplace procedures.

## Unit 080

## Produce individual packs by hand in a food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the skills needed for you to produce individual packs by hand in food and drink manufacture and/or supply operations. Knowing how to produce individual packs by hand is essential to producing a quality and safe product.

You will be able to prepare, carry out and finish the production of packs by hand.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in carrying out packing operations.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to produce packs by hand.
This means you: 1.1 follow health, safety and hygiene standards when preparing to produce packs by hand 1.2 check packing specifications at the right time 1.3 make sure that there is sufficient packing material available and fit for use 1.4 make sure that the product to be packed is available and fit for use 1.5 take effective action in response to operating problems 1.6 maintain effective communication with the relevant people.

<b>Performance objectives</b>
The learner must be able to: 2. carry out production of packs by hand.
This means you: 2.1 follow health, safety and hygiene standards when carrying out production of individual packs 2.2 use the correct lifting and handling techniques 2.3 monitor pack quality and quantity and take effective action in

response to defects
2.4 achieve the required quality and quantity of output within the specified time
2.5 make sure that there is minimal waste
2.6 maintain effective communication with the relevant people.

<b>Performance objectives</b>
The learner must be able to: 3. finish production of packs by hand.
This means you: 3.1 follow health, safety and hygiene standards when finishing production of individual packs 3.2 dispose of surplus consumables correctly 3.3 deal correctly with waste, scrap and non-standard products 3.4 make work area ready for future use after the completion of the process 3.5 maintain effective communication with the relevant people.

## Essential knowledge

The learner will need to know and understand:

1. relevant health, safety and hygiene standards and why it is important that you follow them
2. how to obtain information about products, materials and coding
3. how to identify different types of packing materials and products
4. the functions of the main packing materials being used
5. the required manual handling techniques for the packing materials being used
6. what action to take if you discover faults in products, materials, equipment settings and equipment condition
7. why it is important to have checking procedures and what might happen if checking is not carried out accurately
8. how to establish fitness for use and how to deal with materials and products which are unfit for use
9. why it is important to communicate effectively and what might happen if this is not done
10. the physical characteristics of products and how these characteristics affect packing
11. the expected rate of use of product and materials, and what action to take if the supply of product and materials is interrupted
12. the main types of packing materials and sealing methods
13. what precautions to take to avoid injury when handling packing materials
14. why it is important to control consumables to match the packing run and what might happen if this is not done
15. how to measure the quantity of product to go into the packs
16. the expected quality, output and wastage standards and what might happen if these are not met
17. why it is important to have quality standards
18. how to monitor operations and why it is important to do so
19. why it is important to supply the right materials in the correct quantity and at the right time, and what might happen if this is not done
20. the limits of your own authority and abilities, and why it is important to work within them
21. why it is important to meet output targets and what might happen if they are not met
22. why it is important to have a shut-down sequence and what might happen if this is not followed
23. what might happen if the correct waste and scrap disposal procedures are not followed
24. what preparations are required for the next phase in the cycle
25. how to prepare the work area for future use
26. why it is important to keep accurate records and what might happen if this is not done.



## Unit 080      Produce individual packs by hand in a food environment

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to produce packs by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **carrying out production of packs by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing production of packs by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 081

## Prepare and clear areas for counter/takeaway service

<b>SCQF Level:</b>	4
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about preparing work areas and service equipment, and displaying promotional materials and food properly. It also covers clearing these areas, including switching off service equipment, storing condiments, and disposing of rubbish.

### Performance objectives

The learner must be able to:

1. prepare areas for counter/takeaway service.

This means you:

- 1.1 check that the work area and service equipment are hygienic, free from damage and prepared ready for use
- 1.2 check that sufficient stocks of service items are clean, free from damage and arranged ready for service
- 1.3 switch on appropriate service equipment in time to reach the recommended operating temperature where appropriate
- 1.4 prepare and display condiments and accompaniments ready for service
- 1.5 display promotional materials ready for customer use
- 1.6 check that refuse and waste food containers are clean and ready for use
- 1.7 display food immediately before service, in line with operational procedures.

### Performance objectives

The learner must be able to:

2. clear areas for counter/takeaway service.

This means you:

- 2.1 deal with service equipment according to your workplace procedures
- 2.2 assemble for cleaning or store any reusable service items from the food service
- 2.3 where appropriate, store condiments and accompaniments for future use in line with food hygiene legislation
- 2.4 dispose of rubbish, used disposables and waste food following

recommended procedures

- 2.5 check that the work area and service equipment are clean, free from damage and ready for future use.

### **Essential knowledge**

The learner will need to know and understand:

1. safe hygienic working practices when preparing takeaway areas for counter/takeaway service and why these are important
2. why waste must be handled and disposed of correctly
3. why presentation standards must be maintained in the display of food
4. how to display hot and cold food safely and why this is important
5. why it is important to check expiry dates on appropriate food and drink items
6. why all promotional materials should be checked before use
7. why it is important to have the correct serving equipment available for service
8. the types of unexpected situations that may occur when preparing areas and how to deal with these
9. safe and hygienic working practices when clearing areas for counter/takeaway service and why these are important
10. why certain electrical and gas equipment should be turned off after service
11. why waste must be handled and disposed of correctly
12. why all perishable food and drink items should be returned to the kitchen and storage area immediately after service
13. why all service areas should be left clean after service
14. the types of unexpected situations that may occur when clearing areas and how to deal with these.

## **Unit 081            Prepare and clear areas for counter/takeaway service**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing areas for counter/takeaway service** in accordance with workplace procedures.

Evidence of **clearing areas for counter/takeaway service** in accordance with workplace procedures.

## Unit 082

## Provide a counter/takeaway service

<b>SCQF Level:</b>	4
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

### Performance objectives

The learner must be able to:

1. serve customers at the counter.

This means you:

- 1.1 give your customers information that meets their needs and promotes your organisation's products and services
- 1.2 find out what your customers require, and if necessary tell them about any waiting time
- 1.3 process the order promptly
- 1.4 serve food and drink items at the recommended temperature
- 1.5 make sure there are appropriate condiments and accompaniments available for your customers.

### Performance objectives

The learner must be able to:

2. maintain counter and service areas.

This means you:

- 2.1 keep your work area tidy, hygienic and free from rubbish and food debris during service
- 2.2 maintain enough stocks of clean service items
- 2.3 restock with food and drink items when necessary
- 2.4 display and store food and drink items in line as required
- 2.5 clear the work area of used and unrequired service items at the appropriate times
- 2.6 dispose of rubbish, used disposable items and food debris during service.

### **Essential knowledge**

The learner will need to know and understand:

1. safe and hygienic working practices for serving customers at the counter and why these are important
2. why it is important to use separate serving equipment for each food item
3. why food and drink items must be served at the correct temperature
4. why portions must be controlled when serving customers
5. why information given to customers must be accurate
6. the types of unexpected situations that may occur when serving customers and how to deal with these
7. safe and hygienic working practices for cleaning and why these are important
8. why food that is prepared first should be served first
9. why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout service
10. why waste must be handled and disposed of correctly
11. why a constant stock of service items should be maintained
12. the types of unexpected situations that may occur when clearing away and how to deal with these.

## **Unit 082          Provide a counter/takeaway service**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **serving customers at the counter** in accordance with workplace procedures.

Evidence of **maintaining counter and service areas** in accordance with workplace procedures.

## Unit 083

## Prepare and clear areas for table/tray service

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about preparing service areas and equipment (for example, utensils, trolleys and fridges) prior to service, and ensuring that there are sufficient seasonings, sauces and other accompaniments available. It also covers preparing service items such as trays, crockery and ashtrays, and laying up for either tray or table service. Finally the unit covers clearing dining areas and storing equipment and condiments.

<b>Performance objectives</b>
The learner must be able to: 1. prepare and clear areas for table/tray service.
This means you: 1.1 check that service areas are hygienic, clean, free from damage and ready for use in line with service style 1.2 check that service equipment is clean, free from damage, located where it should be and switched on ready for use 1.3 check that stock of service items are sufficient, clean, free from damage and stored ready for service 1.4 prepare the condiments and accompaniments ready for service and store them safely 1.5 check that refuse and waste food containers are hygienic, empty and ready for use.

<b>Performance objectives</b>
The learner must be able to: 2. prepare and clear areas and equipment for table/tray service.
This means you: 2.1 check the service area ensuring that it is clean, free from damage and correctly laid out in line with the service style 2.2 check that service items are clean, free from damage and located ready for customer use 2.3 lay up tables and trays in line with the service style 2.4 check menus and promotional items and ensure that they are ready



for customer use.

### **Performance objectives**

The learner must be able to:

3. clear dining and service areas after service.

This means you:

- 3.1 collect all the service items for cleaning or storage
- 3.2 prepare used or soiled table linen for laundry or dispose of it following recommended procedures
- 3.3 store food items, condiments and accompaniments which will be used in the future as required
- 3.4 dispose of rubbish and waste food following recommended procedures
- 3.5 ensure that service equipment is clean, correctly stored and turned off where appropriate
- 3.6 ensure that dining furniture is clean and ready for future use
- 3.7 leave dining and service areas tidy and ready for cleaning.

### **Essential knowledge**

The learner will need to know and understand:

1. safe and hygienic working practices for preparing service areas and equipment for table/tray service
2. your organisation's service style
3. why waste must be handled and disposed of correctly
4. why condiments and accompaniments should be prepared ready for service
5. when to prepare service areas and equipment for table/tray service
6. why a constant stock of food service items should be maintained
7. the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these
8. safe and hygienic working practices for preparing customer service areas for table/tray service
9. why all service items should be checked before service
10. why menus and promotional items should be checked before use
11. the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with these
12. safe and hygienic working practices for clearing dining and service areas after service
13. why all food service areas should be left clean after service
14. why certain electrical equipment should be turned off after service
15. the types of unexpected situations that may occur when clearing areas after service and how you should deal with these.

## **Unit 083            Prepare and clear areas for table/tray service**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing and clearing areas for table/tray service** in accordance with workplace procedures.

Evidence of **preparing and clearing areas and equipment for table/tray service** in accordance with workplace procedures.

Evidence of **clearing dining and service areas after service** in accordance with workplace procedures.

## Unit 084

## Provide a table/tray service

<b>SCQF Level:</b>	4
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about greeting and seating customers, answering any questions they may have, and taking their orders. It also covers serving customers and maintaining the area, for example, by clearing away crockery and cutlery and maintaining the levels of condiments.

<b>Performance objectives</b>
The learner must be able to: 1. greet customers and take orders.
This means you: 1.1 help your customers with dining arrangements as necessary, in line with the service style 1.2 make sure customers have access to the correct menus 1.3 answer any questions your customers may have and give them information which meets their needs and promotes your organisation's products and services 1.4 identify your customers' orders and record and process them.

<b>Performance objectives</b>
The learner must be able to: 2. serve customer orders.
This means you: 2.1 serve your customers in line with the service style 2.2 provide your customers with the service items, condiments and accompaniments appropriate to their food 2.3 serve food and drink items with clean, hygienic and undamaged equipment of the appropriate type 2.4 keep customer dining and service areas tidy, hygienic and free from rubbish and food debris 2.5 clear customer dining areas of soiled and unused service items at the appropriate times 2.6 maintain sufficient stocks of clean service items, condiments and accompaniments throughout the services.

## Essential knowledge

The learner will need to know and understand:

1. your organisation's standards for customer care and service style and why you should follow these
2. the correct procedures when greeting and seating customers and why these are important
3. why information given to customers should be accurate
4. why it is important to take customer orders accurately and how to make sure that you do so
5. why it is important to promote the organisation to your customers
6. the types of unexpected situations that may occur when taking orders and how to deal with these
7. safe and hygienic working practices when serving customers and why these are important
8. which condiments and accompaniments go with each dish
9. why it is important to use the appropriate equipment when serving food and drink items to customers
10. why it is important to check that food service equipment is clean and hygienic
11. the types of unexpected situations that may occur when serving food and how to deal with these
12. safe and hygienic working practices for maintaining dining and service areas and why these are important
13. why dining and service areas must be kept tidy and free from rubbish and food debris
14. why waste must be handled and disposed of correctly
15. why a constant stock of table and service items should be maintained.

## Unit 084      Provide a table/tray service

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **greeting customers and taking orders** in accordance with workplace procedures.

Evidence of **serving customer orders** in accordance with workplace procedures.

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of displaying fish or shellfish for retail sale. The way fish and shellfish products are displayed directly affects how customers see the products and the buying decisions they make. Effective displays make the products more attractive to customers, enhance sales and help to minimise the loss of quality during display. Fish or shellfish products for display must be at their best and displayed in a way to maximise sales and quality.</p> <p>This unit is about the underpinning knowledge that you need to have to ensure that your displays of fish or shellfish comply with recognised good practices and meet legal requirements. This unit also addresses other general principles of fish or shellfish handling and display.</p> <p>This unit is for you if you are responsible for setting up, maintaining and dismantling product displays in a fish or shellfish retail environment, including a mobile retail unit.</p>

### Essential knowledge

The learner will need to know and understand:

1. food safety and hygiene regulations that affect how fish or shellfish products may be displayed and what might happen if they are not adhered to
2. general controls involved in the display of fish or shellfish products, including use of ice and separation of ready to eat products, non-RTE products and live bivalve molluscs
3. how to maintain and assess fish or shellfish quality during display and storage
4. common procedures and practices used to maximise product quality and shelf life during storage and display
5. why it is important to review the display area before assembling

- materials for the display and how this might be done
6. why it is important to estimate the quantities and size of products to be used for display and how this might be done
  7. why it is important to select fish or shellfish products for display to suit specific objectives (eg, promotional, appeal or seasonal)
  8. typical accessories that can be used for a safe, hygienic and effective display
  9. principles of effective displays of fish or shellfish, including the use of clean ice for visual effect
  10. basic knowledge of the common fish or shellfish products available for retail sale, including packed, RTE, part-processed, whole and live products
  11. how to source information for labelling such as product specifications, source of supplies, shelf life, approved names and other displayed information
  12. the potential for typical fish or shellfish products to present allergen or other food safety risks, and how these may be controlled
  13. why it is important to assess the content of raw materials labels and ensure display label contents are accurate and appropriate
  14. key features of legal and good practice requirements for labelling
  15. how to recognise and assess products against a typical product specification
  16. the importance of rejecting and isolating failed products, and the potential impact on business performance
  17. why displays may change as part of the ongoing monitoring and maintenance process
  18. the principles and importance of stock rotation
  19. types of data that may need to be collected and recorded during display and storage operations
  20. accepted good practices in breaking down the display and moving products into storage or to waste so that food quality and safety are maintained
  21. types of cleaning materials appropriate for display equipment and accessories, their purposes and how they work
  22. the safe handling and application of cleaning materials for display equipment and accessories
  23. how to interpret a cleaning schedule for display equipment and accessories
  24. the role of counter staff in maintaining food safety and compliance with a HACCP plan.

## Unit 087

## Principles of a specialist seafood sales service

<b>SCQF Level:</b>	6
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about the principles of providing a specialist seafood service in a retail shop. It covers the specialist knowledge required to maintain seafood products as well as what you need to know in order to advise customers on seafood purchases.

This unit is for you if you work on/in a specialist seafood counter or shop.

### Essential knowledge

The learner will need to know and understand:

1. the food safety issues surrounding seafood products and how they can be prevented
2. the main categories of seafood and which products fall under these categories
3. the anatomy of the seafood products you sell and which parts are edible
4. how to recommend appropriate substitutions to customers when the requested item or cut is out of stock
5. the origins of the seafood products you sell
6. how the seasons impact on the availability and quality of seafood products
7. the nutritional value of seafood products
8. how seafood is preserved and the methods used
9. the typical shelf life of seafood products and how to maximise it
10. the difference between sell by and use by dates and why they are important
11. how to avoid unnecessary food waste and price markdowns when products are approaching their sell by date
12. which seafood products may trigger certain food allergies or intolerances
13. the cooking requirements for any seafood products you sell as well as which products require no further preparation or cooking
14. which flavours and accompaniments complement different seafood products
15. the typical dishes associated with the different seafood products you sell.



## Unit 088

# Principles of continuous improvement techniques (Kaizen) in a food environment

<b>SCQF Level:</b>	7
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about understanding the principles of continuous improvement (Kaizen). It includes understanding the Kaizen principles and how these principles can be used to support improvements in food and drink manufacturing and/or supply operations.</p> <p>This unit is about knowing how to apply continuous improvement techniques in the overall condition of the working environment. This is important to the productivity and success of manufacture, processing and supply of food and drink within the food supply chain.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations. You may have responsibilities for applying continuous improvement techniques (Kaizen) within your organisation.</p>

### Essential knowledge

The learner will need to know and understand:

1. how the health, safety and hygiene requirements of a work area can influence a Kaizen activity
2. the principles of a Kaizen activity and the establishment of measurable improvements for business
3. the importance of encouraging people to identify potential improvements
4. the evaluation of improvement ideas and selection of those that are to be pursued
5. how to set quantifiable targets and objectives
6. the purpose of standard operating procedures and specifications
7. the criteria used to select an area/processing activity for Kaizen activity

8. the importance of understanding the food process and/or activity under review
9. the qualities of the food being processed and how these influence improvement opportunities
10. the resources required to support production schedules and specifications
11. the principles for the deployment of Kaizen in a food environment and the resources required by the processing activity
12. the importance of waste to Kaizen and how over-production can lead to waste
13. why inventory control is important to waste reduction in the food industry
14. how and why transport can create waste in the food industry
15. the impact that waiting time has on food waste
16. how operator skills and knowledge can impact on waste
17. how poor quality control and out of specification raw materials and products cause waste
18. why the effective utilisation of a workforce can support waste reduction in the food industry
19. how root cause analysis can support problem solving
20. how your knowledge of food processing activities can support your problem solving ability
21. the application of the Deming cycle (plan, do, check, act)
22. how to engage the knowledge and experience of the people involved in the process in the development of improvement activities
23. facts and opinions about the food processing activities and how these affect improvement actions
24. the techniques used to visually communicate the work of the Kaizen activity to participants and others
25. the cycle time of a process
26. the calculations used to identify the required production rate for a process
27. the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it (eg, line balance and process displays)
28. the levels of authority linked to problem resolution.

<b>SCQF Level:</b>	7
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about understanding the principles of sustainability in a food environment and how these principles can be applied to achieve sustainability. It includes background knowledge related to the development of sustainable food manufacture and/or supply as an integral part of an organisation's corporate social responsibility.</p> <p>This unit applies to you if you are a manager or consultant who has responsibility for developing a strategy to support the achievement of sustainability in a food environment. It is expected that you will control and support others with regard to the development and implementation of this strategy.</p>

### Essential knowledge

The learner will need to know and understand:

1. the principles of environmental sustainability in a food environment in relation to energy, waste, water usage and transportation
2. how environmental management systems (EMS) are used to support sustainability in a food environment
3. how carbon currency data (carbon footprints) is used as an indicator of sustainability
4. the relationship between sustainability and the three key elements of corporate social responsibility: economic, social and environmental
5. the importance of liaising with national policy makers to determine the influence of government targets and legal requirements on organisational sustainability
6. sources of advice and guidance on achieving sustainability in food manufacture
7. the benefits of sustainability to the organisation and its stakeholders
8. how to gain stakeholder commitment to the development of sustainable food production
9. the influences which impact upon the achievement of sustainability
10. how to establish targets for sustainable development including the

use of benchmarking

11. how to control the efficient use of resources within organisational activities to help achieve sustainability
12. how the actions of others within the supply chain can influence sustainability
13. potential barriers to achieving sustainability and how these can be overcome
14. how sustainability impacts on all the component functions of an organisation
15. how to collect and analyse the data relevant to resource utilisation including the application of cost/benefit analysis
16. how continuous improvement supports sustainability
17. how to report on performance and improvements
18. how to communicate effectively with stakeholders.

<b>SCQF Level:</b>	7
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about understanding the principles of efficient energy usage in food manufacture or supply. It includes understanding climate change and the processes that can be used to monitor and control energy efficiency, including those used to reduce carbon usage.</p> <p>This unit applies to you if you are a manager, technologist or consultant who has responsibility for improving energy efficiency in a food environment. It is expected that you will work as part of a team to develop and implement the systems.</p>

### Essential knowledge

The learner will need to know and understand:

1. climate change legislation and how it controls organisational energy usage
2. government targets and legal requirements for carbon reduction and climate change and their implications in a food environment
3. how energy consumption impacts on climate change
4. the role of energy efficiency in achieving sustainability
5. the benefits of energy efficiency to the organisation
6. how energy efficiency can help reduce carbon emissions
7. how to use carbon footprints as a measure of energy efficiency
8. the principles of energy efficiency benchmarking as a method of identifying opportunities for improving energy efficiency
9. sources of low carbon energy including options for on-site energy generation
10. the benefits that low carbon energy offers
11. how to establish current levels of energy usage for all organisational activities
12. areas of energy usage and opportunities for improving energy efficiency
13. how to develop targets for energy efficiency

14. how to monitor and control energy efficiency
15. the barriers that can limit energy efficiency and the strategies that can be used to overcome these barriers
16. how process and product design can impact on energy efficiency
17. how effective process control and quality assurance can support energy efficiency
18. how to complete an organisational cost/benefit analysis in respect to energy efficiency measures
19. methods for promoting organisational energy efficiencies
20. how to monitor, control and maintain sustainable energy usage
21. how to define and allocate roles and responsibilities for all those involved in improving energy efficiency
22. how to identify training needs and organise staff training to support the more efficient use of energy
23. how to evaluate the impact of measures to improve energy efficiency.

## Unit 091

# Principles of waste minimisation in a food environment

<b>SCQF Level:</b>	7
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about understanding the principles of waste minimisation in food manufacture or supply. It includes understanding the causes of waste and measures that can be put in place to avoid and reduce waste. It also covers understanding the measures that can be used to manage unavoidable waste and the potential benefits that these measures offer in respect to achieving sustainability.</p> <p>This unit applies to you if you are a manager, technologist or consultant who has responsibility for minimising waste in a food environment. It is expected that you will work as part of a team to develop and implement the systems.</p>

### Essential knowledge

The learner will need to know and understand:

1. the legislation that controls an organisation's waste policies and procedures
2. the different types of waste and where and how they can legally be disposed of
3. waste management hierarchies
4. government targets and standards for waste reduction, reuse and recycling
5. how the production of waste impacts on environmental issues such as climate change
6. the impact of waste on sustainability
7. how waste avoidance and minimisation supports sustainability
8. the benefits of waste minimisation to the organisation
9. how waste minimisation can help reduce carbon emissions
10. how and where waste is generated as a result of organisational activities
11. how to establish current levels of waste for the different types of waste generated by the organisation across all organisational activities

12. how to assess effectiveness of waste management systems
13. the principles of waste benchmarking as a method of identifying opportunities for reducing waste
14. the factors that limit organisational recycling and reuse
15. how process and product design can help avoid and minimise the generation of waste
16. the opportunities available to an organisation for reducing waste
17. how to develop targets for waste, reuse and recycling
18. the barriers that can limit the impact of measures to minimise waste and how these barriers can be overcome
19. how process and product design can impact on the production of waste
20. how effective process control and quality assurance can support waste minimisation
21. how to complete an organisational cost/benefit analysis in respect to waste
22. methods of promoting waste avoidance and minimisation
23. how to monitor, control and maintain waste minimisation
24. how to define and allocate roles and responsibilities for all those involved in reducing waste across all the activities undertaken by the organisation
25. how to identify training needs and organise staff training to support waste minimisation
26. how to evaluate the impact of measures to reduce waste.



<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about understanding the principles of efficient use of water in food manufacture or supply. It includes understanding water usage in a food environment and measures that can be put in place to reduce waste and improve efficiency.</p> <p>This unit is for you if you work in food and drink operations and your job requires you to have responsibility for the efficient use of water in a food environment. You may also have management responsibilities for an operational team.</p>

### Essential knowledge

The learner will need to know and understand:

1. the legal requirements that control water extraction, consumption, treatment and discharge
2. government targets for sustainable water usage
3. the impact of water usage on the environment and sustainability
4. how water usage impacts on environmental issues such as climate change
5. the benefits of efficient water usage to the organisation
6. water usage in support of all organisational activities including embedded water
7. water supply availability, treatment methods and quality in respect to organisational water supplies
8. how to establish current levels of water usage in respect to all organisational activities
9. how to analyse organisational water usage data
10. the value of water metering and monitoring in a food environment
11. the principles of benchmarking as a method of identifying opportunities for improving efficient water usage
12. the processes used to support water treatment, recycling, reuse and discharge control
13. the factors that limit organisational water recycling and reuse
14. water discharge including treatment methods and quality

specifications

15. the potential causes and sources of water pollution and its associated implications in a food environment
16. the opportunities available to the organisation for reducing water usage and improving water efficiency across all activities
17. the barriers that can limit the impact of water efficiency and how these barriers can be overcome
18. how process and product design can impact on efficient water usage
19. how effective process control and quality assurance can support efficient water usage
20. how to complete an organisational cost/benefit analysis in respect to water usage
21. methods for promoting efficient water usage
22. how to monitor, control and maintain water usage
23. how to define and allocate roles and responsibilities for all those involved in improving efficient water usage across all the activities undertaken by the organisation
24. how to identify training needs and organise staff training to support efficient water usage
25. how to evaluate the impact of measures to improve efficient water usage.

## Unit 093

# Maximise sales of food products in a food retail environment

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the skills needed for you to maximise sales of food products in food and drink manufacture and/or supply operations. Maximising sales of food products is important for improving retail sales. It is also important to ensure product quality and availability in order to maximise sales.

You will be able to identify opportunities to increase retail sales through promotions and displays. You will also be able to organise the promotion and display of food and drink products for sale and promote food and drink products to customers.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in a food and drink retail environment. You may be responsible for, or part of, a team which inputs into the maximising of sales through product promotions and displays.

<b>Performance objectives</b>
The learner must be able to: 1. identify opportunities to increase retail sales through promotions and displays.
This means you: 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.

**Performance objectives**

The learner must be able to:

2. organise the promotion and display of food and drink products for sale.

This means you:

- 2.1 ensure that materials and equipment are clean, safe and in working order before use
- 2.2 organise sufficient resources to complete display
- 2.3 explain the promotion's purpose and the display
- 2.4 organise the handling and display of products in accordance with hygiene and safety regulations and within the required time limits, avoiding 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.

**Performance objectives**

The learner must be able to:

3. promote food and drink products to customers.

This means you:

- 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.

**Performance objectives**

The learner must be able to:

4. ensure displays are maintained.

This means you:

- 4.1 identify adjustments and modifications to improve the presentation of products and promotional material, and communicate these promptly and tactfully to the relevant staff
- 4.2 take prompt and appropriate remedial action if you encounter security risks or hazards to the health and safety of customers, staff or stock
- 4.3 routinely monitor price marking, accurately identify problems with the displayed prices and take appropriate corrective action
- 4.4 make up-to-date price information available to relevant staff at the correct time
- 4.5 collect, collate and accurately record information on price changes; identify potential legal problems in the pricing procedures; and report to the relevant people as appropriate
- 4.6 implement procedures for maintaining the availability, condition and quality of products for sale, and monitor them to check their effectiveness
- 4.7 deal with out-of-date or deteriorating stock in ways which are consistent with organisational policy and any relevant legislation
- 4.8 ensure that stock replenishment plans are up-to-date and that they

are relevant in terms of current demand, projected changes in the level of demand and other known factors.

### **Performance objectives**

The learner must be able to:

5. assess the effectiveness of promotions.

This means you:

- 5.1 select assessment criteria and methods which are valid and fair and meet organisational requirements
- 5.2 make comprehensive assessments which take account of the accuracy and legibility of pricing information and the appearance and condition of stock, fixtures and fittings, including health and safety features
- 5.3 invite staff to contribute to the assessment in a way that encourages constructive participation
- 5.4 keep accurate records
- 5.5 report assessment findings and any suggestions for improvement clearly to the relevant people.

### **Essential knowledge**

The learner will need to know and understand:

1. how to identify and assess sales opportunities
2. how to plan promotions, including the type and quantity of resources required, and communicate those plans to others
3. how to promote the features and benefits of products
4. how seasonal trends affect opportunities for sales
5. how to promote products in ways that gain and build customer interest
6. the purpose and effectiveness of different types of displays
7. why it is important to check the accuracy and legal probity of information and how to check this information
8. how the positioning of product/service information influences its effectiveness in promoting products or services
9. the required pricing, appearance and condition of goods
10. how to brief staff, using methods appropriate to the subject and target group
11. the objectives and space/layout requirements of the display and the timetable and plan for setting up and using it
12. specific product requirements, including security and health and safety procedures, in respect of the display
13. the organisation's display standards
14. what stock and other resources are available and where they are
15. standards of cleaning and preparation for the display
16. what product/service information to use
17. the procedure for obtaining promotional materials
18. rights, duties and responsibilities relating to the Sale of Goods Act
19. the advantages and disadvantages of different price marking methods and technologies, the types of product to which they are appropriate, and how to implement them
20. why it is important to take corrective action promptly when problems with displayed price and/or potential legal problems in the pricing

procedure are identified

21. pricing policy, price changes and sources of information on prices
22. the legal requirements to be met in pricing goods for sale
23. how to collect, collate, record and monitor pricing information and why it is important to do this
24. the causes of stock deterioration and damage and how these impact upon products
25. procedures for stock replenishment and rotation, monitoring, and dealing with sub-standard goods
26. trends in the level of demand
27. how to select and implement appropriate assessment methods for the promotion/display and why this is important
28. how to encourage constructive participation from staff on the promotion/display and how to do this
29. the relationship between using promotions and displays and increasing sales
30. how to keep complete and accurate records and why it is important to do this.

## Unit 093

# Maximise sales of food products in a food retail environment

## Supporting information

### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **identifying opportunities to increase retail sales through promotions and displays** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **organising the promotion and display of food and drink products for sale** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **promoting food and drink products to customers** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **ensuring displays are maintained** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **assessing the effectiveness of promotions** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 094

## Store goods and materials in a food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about the skills needed for you to store goods and materials in food and drink manufacture and/or supply operations. When storing goods and materials it is important to identify the different types of stock and their storage requirements. It is also about putting goods and materials into correct locations using correct handling techniques to minimise damage to or contamination to the goods and materials.

You will be able to select goods and materials for storage and correct locations. You will also be able to arrange and put stock in allocated locations. You will also be able to report difficulties and check documentation.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in putting goods and materials into storage.

<b>Performance objectives</b>
The learner must be able to: 1. select goods and materials for storage and identify correct locations.
This means you: 1.1 identify the right stock to be put in selection and storage locations 1.2 identify the correct storage location and keep it hygienic and safe 1.3 meet customers' requirements regarding storage where possible, taking into account what facilities are available and the storage conditions.

<b>Performance objectives</b>
The learner must be able to: 1. arrange and put stock in allocated locations.
This means you:



- 1.1 follow safe and hygienic working practices when handling stock
- 1.2 maintain stock condition by using the correct handling techniques
- 1.3 check the product visually to make sure it meets customer or company specification
- 1.4 put the correct stock in the correct location and in the allocated space within the time specified
- 1.5 place goods and materials so that they can be accessed in the order required to meet stock rotation requirements
- 1.6 store goods and materials in a way that makes best use of available space.

### **Performance objectives**

The learner must be able to:

2. report difficulties and check documentation.

This means you:

- 2.1 when placing goods and materials, report difficulties which cannot be immediately resolved to the relevant person
- 2.2 complete stock records accurately and pass them on promptly as required
- 2.3 make sure that documentation is complete and accurate.

### **Essential knowledge**

The learner will need to know and understand:

1. types of goods and materials held in storage
2. types of location designed specifically for the storage of particular types of goods and materials
3. what storage facilities and locations are available and their characteristics
4. why it is important to select suitable storage locations
5. how to assess the suitability of a storage location, including its suitability to maintain the quantity and quality of goods and materials in storage, and the suitability of the location to support the goods and materials for the duration of the storage period
6. what the storage requirements are for the range and types of goods and materials held in storage and where to get information about them
7. why it is important to check the transfer route to storage and any hazards
8. the different security, safety and environmental conditions required for different types of goods and materials
9. relevant regulations that apply to the storage of goods and materials (eg COSHH)
10. methods of handling goods and materials to protect them from damage and possible contamination, and to protect personnel and equipment
11. checks required to make sure goods and materials meet customer or company specifications
12. types of equipment defects and how to deal with them
13. types of handling and securing equipment, including mobile equipment and vehicles
14. what costs are associated with damaged goods and materials, and why it is important that damaged goods and materials are reported

immediately

15. why it is important to store items in the allocated location, and the procedures to follow when the allocated location is not suitable or available
16. what information contained on goods and materials or in documentation is relevant to storage requirements
17. why complete and accurate documentation is important
18. what the communication structures and procedures are within your company
19. why it is important to communicate effectively and what may happen if this is not done.

## Unit 094            Store goods and materials in a food environment

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **selecting goods and materials for storage and correct locations** in accordance with workplace procedures. This must include two types of goods or materials.

Evidence of **arranging and putting stock in allocated locations** in accordance with workplace procedures.

This must include identifying the necessary conditions, eg security, safety and environment, for two types of goods and materials.

This must include identifying the storage requirements, eg duration, volume and accessibility, for two types of goods and materials.

Evidence of **reporting difficulties and checking documentation** in accordance with workplace procedures.

This must include taking effective action in response to one operating problem.

## Unit 095

## Use knives in food and drink operations

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the use of knives in food operations. You will be able to use knives safely and dependant on the tasks to be carried out, ensuring appropriate use of personal protective clothing.</p> <p>This unit is for anyone working in food and drink operations who needs to use knives safely and efficiently.</p>

### Performance objectives

The learner must be able to:

1. use knives.

This means you:

- 1.1 check the specification to determine and select the correct knife for the task
- 1.2 select appropriate personal protective equipment according to the specification
- 1.3 ensure the knife is sharp and in a safe condition to use
- 1.4 use the appropriate grip techniques for the task
- 1.5 position self and product appropriately for cutting task
- 1.6 carry out knife work as detailed in the specification
- 1.7 clean, return and store knives according to specification
- 1.8 carry out sharpening of knife as necessary
- 1.9 follow legal or regulatory requirements and organisational health and safety, hygiene and environmental standards or instructions.

## Essential knowledge

The learner will need to know and understand:

1. the legal or regulatory requirements and organisational health and safety hygiene and environmental standards or instructions
2. different types of knives for different tasks
3. the structural design of knives and how this relates to their use
4. how poor knife usage can compromise both operative and food safety
5. the consequences of poor knife usage on product quality
6. how productivity can be affected by ineffective use of knives
7. how the position of product and speed of work affects the requirements for personal protective equipment
8. how the product properties affect the requirements of personal protective equipment
9. different grip techniques for different tasks/products
10. the requirements for different body positions dependent upon the knife operation
11. the benefits of colour coding of knives
12. the process for cleaning knives
13. the hazards associated when using knives
14. workplace factors that can affect the safe use of knives
15. the purpose of specifications and why it is important to follow them
16. how to sharpen and maintain edge on knife.

## **Unit 095            Use knives in food and drink operations**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **using knives** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 096

## Use fish/shellfish quality assessment methods

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about monitoring the quality of products within your area of responsibility in food and drink manufacturing operations. You will be able to identify quality problems and help to take action to resolve these. You will be involved with relevant quality control systems and procedures which are used in your workplace.</p> <p>This unit is relevant to you if you are involved with monitoring product quality. You may be responsible for a operational team in food and drink manufacturing.</p>

<b>Performance objectives</b>
The learner must be able to: 1. monitor product quality effectively.
This means you: 1.1 follow the health, safety and hygiene requirements when carrying out quality checks 1.2 wear appropriate personal protective clothing and equipment during quality monitoring 1.3 identify and report factors which may adversely affect product quality 1.4 identify and report non-conformance to quality standards to the relevant person 1.5 take action to reject or isolate products or items which do not conform to specification.

<b>Performance objectives</b>
The learner must be able to: 2. contribute to resolving quality problems.
This means you: 2.1 seek advice for quality problems outside your own level of 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 your own expertise and understanding, and feed your observations back to the relevant person
  - 2.4 receive and confirm instructions for the resolution of quality problems
  - 2.5 carry out agreed action to resolve quality problems and feed results back to the relevant person
  - 2.6 communicate clearly and accurately with others to ensure that resolutions to quality problems are understood.

### **Essential knowledge**

The learner will need to know and understand:

1. how to minimise workplace related fish/shellfish quality loss through spoilage by the use of correct handling and temperature control
2. which methods are used in the workplace to assess the quality of fish/shellfish including organoleptic, chemical and microbiological testing
3. how to apply the appropriate fish/shellfish quality assessment methods to determine the quality of raw materials and assure the quality of finished product
4. the fish/shellfish quality standards that apply in the workplace and to the material to be assessed
5. product control and traceability during quality assessment operations
6. how to dispose of waste according to organisational procedures
7. what action to take in response to the results of the quality assessment
8. what recording, reporting and communication is needed, how to carry this out correctly and the reasons why it is important to do so
9. the limits of your own authority and competence and why it is important to work within those limits
10. the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed.



## Unit 096      Use fish/shellfish quality assessment methods

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **monitoring product quality effectively** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **resolving quality problems** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 097

## Assemble and fill celebration cakes

<b>SCQF Level:</b>	5
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about assembling, filling and trimming cake bases for celebration cakes in readiness for coating, in a bakery production environment. Celebration cakes may include cakes designed for birthdays, anniversaries, weddings, Christmas and other special occasions like Mother's Day or Easter.

You will be able to correctly assemble the correct base cakes for filling and trim the exterior of the cake to size. You will be able to cut and fill the cake with the correct fillings, such as jam and cream, to the required standards, as described in a product specification. Compliance with health and safety, food safety and organisational requirements is an essential feature of this unit.

### Performance objectives

The learner must be able to:

1. assemble and trim celebration cakes.

This means you:

- 1.1 identify and check the condition of bases according to your instructions and specifications
- 1.2 correctly assemble and position bases in readiness for decoration
- 1.3 correctly trim bases using appropriate knives
- 1.4 dispose of waste trimmings or position these for recycling correctly
- 1.5 take prompt action to isolate substandard bases
- 1.6 comply with health, safety, food safety and organisational requirements throughout assembling and trimming operations.

### Performance objectives

The learner must be able to:

2. fill celebration cakes.

This means you:

- 2.1 correctly identify and select tools for cutting bases and spreading

fillings

- 2.2 cut assembled bases according to your instructions and specifications
- 2.3 correctly identify and adjust the condition of fillings for spreading
- 2.4 correctly spread fillings according to your instructions and specifications
- 2.5 mount filled bases onto base boards securely and in the correct position, and place these ready for the next stage in cake decoration
- 2.6 take prompt action to isolate substandard bases
- 2.7 comply with health, safety, food safety and organisational requirements throughout filling operations
- 2.8 operate within the limits of your own authority and capabilities.

### **Essential knowledge**

The learner will need to know and understand:

1. the standards of health and safety and food safety to which you are required to work during flour cake decoration, why it is important that you do so, and what might happen if standards are not met
2. how to source and read work instructions and specifications to check and monitor decoration requirements
3. why it is important to follow work instructions or product specifications or recipes with accuracy throughout decoration to ensure successful products
4. common sources of contamination and damage to celebration cakes
5. how to avoid contamination during cake decoration and what might happen if this is not done
6. how to recognise and report cakes that do not meet specification during decoration and on completion
7. the procedure for rejecting and isolating failed semi-prepared and prepared celebration cakes
8. how to maintain and adjust consistency of confectionery fillings for spreading and decorative materials
9. how to assemble bases and fill cakes efficiently without causing damage
10. how to maintain and adjust consistency of masking and covering materials
11. how to source and obtain accessories to meet customers' needs
12. how to protect, package and store celebration cakes correctly.

## Unit 097

## Assemble and fill celebration cakes

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **assembling and trimming celebration cakes** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **filling celebration cakes** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 098

## Assemble different products to a pre-determined pattern in a food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about arranging and packing different individual products to a specific layout and then enclosing them in an outer container or material. This includes:</p> <ul style="list-style-type: none"><li>• checking and maintaining the assembly process</li><li>• taking correct action when operating problems occur</li><li>• continuous monitoring to ensure that the specified layout is maintained</li><li>• complying with legislation and your company's requirements</li><li>• communicating with the necessary people</li><li>• completing the necessary records.</li></ul>

### Performance objectives

The learner must be able to:

1. prepare to assemble products.

This means you:

- 1.1 operate to the relevant health, safety and hygiene standards when preparing to assemble products
- 1.2 check packing specifications at the right time
- 1.3 set up equipment according to specification
- 1.4 make sure that sufficient packing material and product is available and fit for use
- 1.5 take effective action in response to operating products
- 1.6 maintain effective communication.

### Performance objectives

The learner must be able to:

2. carry out assembly of products.

This means you:

- 2.1 operate to the relevant health, safety and hygiene standards when

<p>carrying out the assembly of products</p> <p>2.2 make sure that equipment is correctly supplied with materials</p> <p>2.3 make sure that the presentation and content of the assembled products meet the specification</p> <p>2.4 monitor pack quality and quantity and take any necessary action to remedy defects</p> <p>2.5 make sure that the required output is achieved to the correct specification</p> <p>2.6 make sure that no unnecessary waste is incurred</p> <p>2.7 correctly dispose of materials and packs which do not meet specification</p> <p>2.8 maintain effective communication.</p>
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<p><b>Performance objectives</b></p>
<p>The learner must be able to:</p> <p>3. finish assembly of products.</p>
<p>This means you:</p> <p>3.1 operate to the relevant health, safety and hygiene standards when finishing the assembly of products</p> <p>3.2 dispose of surplus consumables correctly</p> <p>3.3 discharge packs correctly to the right place</p> <p>3.4 deal correctly with waste, scrap and non-standard products</p> <p>3.5 stop the packaging run at the right time</p> <p>3.6 make equipment ready for future use after the completion of the process</p> <p>3.7 maintain effective communication</p> <p>3.8 complete all records accurately and promptly.</p>

## Essential knowledge

The learner will need to know and understand:

1. the health, safety and hygiene standards relevant to assembling products and why it is important that you operate to them
2. how to obtain information about product, material and coding
3. how to identify different types of packing materials and product
4. the functions of the main packing materials being used
5. what the required manual handling techniques are for the packing materials being used
6. what action to take if you discover faults in products, materials, equipment settings and equipment condition
7. what the functions of equipment in the packing line are and how they affect one another
8. why it is important to have checking procedures and what might happen if checking is not carried out accurately
9. how to establish fitness for use and how to deal with materials and products which are unfit for use
10. what the physical characteristics of products are and how these characteristics affect packing
11. the expected rate of use of product and materials, and what action to take if the supply of product and materials is interrupted
12. what the main types of packing materials and sealing methods are
13. what precautions to take to avoid injury when handling packing materials
14. what the expected quality, output and wastage standards are and what might happen if these are not met
15. why it is important to have quality standards
16. how to monitor operations and why it is important to do so
17. why it is important to supply the right materials in the correct quantity and at the right time, and what might happen if this is not done
18. what might happen if the correct waste and scrap disposal procedures are not followed
19. why it is important to stop the packaging run at the right time
20. how to make equipment ready for future use
21. why it is important to keep accurate records and what might happen if this is not done
22. why it is important to communicate effectively and what might happen if this is not done
23. what the limits of your own authority and competence are and why you should work within them.

## **Unit 098                    Assemble different products to a pre-determined pattern in a food environment**

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to assemble products** in accordance with workplace procedures and taking effective action in response to two operating problems.

Evidence of **carrying out the assembly of products** in accordance with workplace procedures.

This must include minimising two types of waste.

Evidence of **finishing assembly of products** in accordance with workplace procedures.



## Unit 099

## Bandage cheese

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council

**Aim:** This unit is about the skills needed for you to bandage cheese by hand in food and drink manufacture and/or supply operations. Bandaging cheese by hand is important to the production of a final cheese product that is packaged in a traditional way and adheres to organisational food safety and quality specifications.

You will be able to prepare equipment and materials to bandage cheese by hand. You will also be able to bandage cheese, working within the limits of your responsibility and adhering to organisational specifications and standard operating procedures.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in bandaging cheese.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to bandage cheese.
This means you: 1.1 adhere to regulatory and organisational requirements when bandaging cheese 1.2 use and wear personal protective equipment when bandaging cheese 1.3 check work area, tools and equipment are clean and available for use 1.4 check bandage, glue and cheese is available and fit for use 1.5 check that the a suitable storage area is available to receive bandaged cheese.

<b>Performance objectives</b>
The learner must be able to: 2. bandage cheese.

This means you:

- 2.1 source cheese requiring bandaging
- 2.2 thoroughly soak bandage in glue
- 2.3 bandage cheese neatly and completely to organisational requirements
- 2.4 refer problems to relevant people and work within the limits of your responsibility.

### **Performance objectives**

The learner must be able to:

3. complete bandaging of cheese.

This means you:

- 3.1 make bandaged cheese available for storage
- 3.2 dispose of waste from bandaging according to organisational requirements.

### **Essential knowledge**

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to the bandaging of cheese by hand
2. how to source the tools, equipment, facilities and resources needed to bandage cheese by hand
3. what the personal protective equipment needed when bandaging cheese and why it is important to use and wear it
4. why it is important to maintain pace of production when bandaging cheese by hand
5. how to access organisational specifications relating to bandaging cheese by hand
6. the importance of adhering to quality specifications and to organisational and customer requirements when bandaging cheese by hand
7. the action to be taken if quality checks do not meet product specification
8. how to work within the limits of your authority and take action to address problems
9. the importance of maximising yield when bandaging cheese.

## Unit 099      Bandage cheese

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of **preparing to bandage cheese** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **bandaging cheese** in accordance with agreed standards in your role and workplace procedures and within the limits of your own responsibilities.

Evidence of **completing the bandaging cheese** in accordance with agreed standards in your role and with workplace procedures and within the limits of your own responsibilities.

## Unit 100

## Batch finish dough products

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about finishing dough products in batches in a non-automated bakery production environment. Dough-based products typically include plain and fruited buns, doughnuts, Danish pastries and croissants, sweet/savoury non-fermented pastries, biscuits and puff pastries.

You will be able to correctly assemble products in readiness for finishing, and fill products with fillings such as jam or cream. You will be able to glaze and decorate surfaces to the required standards as described in a product specification. Compliance with health and safety, food safety and organisational requirements is an essential feature of this unit.

<b>Performance objectives</b>
The learner must be able to: 1. assemble and fill dough products.
This means you: 1.1 identify and check the condition of dough products according to your instructions and specifications 1.2 correctly assemble and position dough products in readiness for finishing 1.3 identify and check the condition of fillings and depositors 1.4 correctly load fillings into depositors 1.5 cut and fill dough products to specification 1.6 work to minimize waste and correctly deal with scrap material 1.7 comply with health and safety, food safety and organisational requirements throughout assembling and filling operations.

<b>Performance objectives</b>
The learner must be able to: 1. glaze and decorate dough products.
This means you:

- 1.1 correctly identify tools for glazing and prepare glaze for application
- 1.2 apply glaze to dough products according to instructions and specification
- 1.3 correctly identify and check the condition of decorative media and piping tools
- 1.4 correctly apply decorative media to the surfaces of dough products to specification
- 1.5 recognise and report products which do not meet specification
- 1.6 work to minimize waste and correctly deal with scrap material
- 1.7 comply with health and safety, food safety and organisational requirements throughout glazing and decorating operations
- 1.8 operate within the limits of your own authority and capabilities.

### **Essential knowledge**

The learner will need to know and understand:

1. the standards of health and safety and food safety to which you are required to work, why it is important that you do so, and what might happen if standards are not met
2. requirements of bread weight regulations and the importance of accurate dividing and check weighing of fermented dough to comply with these regulations
3. why it is important to follow work instructions, product specifications or recipes throughout dough processing to ensure success
4. how to seek advice and make process adjustments to dough to take into account minor changes in ingredient performance, production timing and environmental conditions that are necessary to keep a dough within specification
5. common sources of dough contamination during processing
6. how to avoid contamination during dough processing and what might happen if this is not done
7. how to recognise and report dough that does not meet specification during processing
8. the procedure for rejecting and isolating failed dough and dough portions
9. what the lines and methods of effective communication during processing are and why it is important to use them correctly
10. what the documentation requirements during processing are and why it is important to meet them
11. personal protective clothing/equipment and working practices which are useful in combating the potentially harmful effects of dust and allergies resulting from breathing or skin contact with ingredients or dough
12. how to maintain dough condition and deal with time constraints and variations to conditions throughout processing
13. the correct method for loading and unloading trays in racks.

## Unit 100      Batch finish dough products

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Evidence of preparing for **assembling and filling dough products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **glazing and decorating dough products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.