

# SVQ Food & Drink Unit Handbook (4768)

## Units 151-200

September 2013 Version 1.0



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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 151

## Control manual size reduction in food manufacture

<b>SCQF Level:</b>	6
<b>Credit value:</b>	8
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about physically changing products or ingredients into smaller units, or fully removing constituent parts from the whole, by hand in food and drink manufacturing. It includes meeting product specification, responding to problems, completing the necessary records and maintaining effective communication with the relevant people.

<b>Performance objectives</b>
The learner must be able to: 1. prepare for manual size reduction.
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 check product specifications at the right time 1.3 make sure that the material for size reduction is available and fit for use 1.4 take effective action in response to operating problems 1.5 maintain effective communicate.

<b>Performance objectives</b>
The learner must be able to: 2. carry out manual size reduction.
This means you: 2.1 operate to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions when carrying out manual size reduction 2.2 handle and store materials and products in a manner which maintains quality 2.3 achieve the required output to the correct specification 2.4 make sure the product is correctly transferred to the next stage in

<p>the manufacturing operation</p> <p>2.5 take effective action in response to operating problems</p> <p>2.6 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 manual size reduction.</p>
<p>This means you:</p> <p>3.1 finish according to the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions</p> <p>3.2 deal correctly with materials that can be recycled or reworked</p> <p>3.3 dispose of waste correctly</p> <p>3.4 make equipment and the immediate work area ready for future use after completion of the process</p> <p>3.5 maintain effective communication</p> <p>3.6 accurately complete all records.</p>

**Essential knowledge**

The learner will need to know and understand:

<ol style="list-style-type: none"> <li>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</li> <li>2. what equipment and materials to use and in what quantity</li> <li>3. how to obtain and interpret the relevant process specification</li> <li>4. what recording, reporting and communication is needed; how to carry this out correctly; and the reasons why it is important to do so</li> <li>5. what action to take when the process specification is not met</li> <li>6. how to establish fitness for use of material and how to deal with material which is not fit for use</li> <li>7. what might happen if material is used which is not fit for use</li> <li>8. what operating problems are associated with size reduction and the appropriate response to these</li> <li>9. the limits of your own authority and competence and why it is important to work within those limits</li> <li>10. how to follow work instructions and why it is important to do so</li> <li>11. how and when to seek assistance</li> <li>12. how to carry out the process in an efficient manner and why it is important to do so</li> <li>13. how to deal with items that can be recycled or reworked</li> <li>14. how to dispose of waste correctly and why it is important to do so</li> <li>15. how to make equipment ready for future use.</li> </ol>
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# Unit 151                      Control manual size reduction 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 for manual size reduction**, taking effective action in response to **two** types of operating problems.

Evidence of **carrying out manual size reduction**, taking effective action in response to **two** types of operating problems.

Evidence of **finishing manual size reduction** in accordance with workplace procedures.

## Unit 152

# Control massaging or tumbling of boneless meat and poultry

<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

**Aim:** This unit is about the skills needed for you to carry out massaging or tumbling of meat or poultry in food and drink manufacture and/or supply operations. Many meat and poultry products are made from selected meat trimmed of all fat and gristle, then arranged into a standard shape to meet customer expectations. To reform the shape of the meat it is massaged or tumbled, often using solutions that flavour and bind the meat.

You will be able to prepare ingredients and equipment, follow a product specification and work to organisational procedures.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in controlling the massaging or tumbling of boneless meat or poultry.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to massage or tumble meat or poultry.
This means you: 1.1 adhere to organisational and regulatory standards when controlling massaging operations 1.2 wear and use the correct personal protective equipment 1.3 check the availability and cleanliness of work area, tools and equipment 1.4 source product recipe and specification 1.5 source ingredients and meat or poultry product requiring massaging 1.6 refer problems outside the limits of your responsibility to relevant people.



### **Performance objectives**

The learner must be able to:

2. carry out massaging or tumbling of meat or poultry.

This means you:

- 2.1 start up machinery, following organisational standard operating procedures
- 2.2 monitor the machinery to make sure the massage sequence meets organisational specifications
- 2.3 check that the product meets organisational yield and quality specifications
- 2.4 transfer the completed product to the next stage of processing
- 2.5 work within the limits of your responsibility.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational standard operating procedures when controlling massaging of meat or poultry
2. the work area, tools and equipment needed to carry out control of massaging operations
3. why it is important to check the cleanliness of tools and equipment
4. ingredients used in the massaging of meat or poultry
5. how to avoid contamination when controlling massaging of meat or poultry
6. how to access the correct product specification
7. how to interpret and apply the product specification
8. how to handle the meat or poultry to maintain its quality
9. why it is important to select correct settings for speeds, times and mode of operation
10. organisational standard operating procedures involved in starting up, operating and closing down massaging machinery
11. how to dispose of waste products from massaging operations
12. how ineffective massaging can lead to wastage, potential customer complaints and lost revenue
13. how to deal with operating problems within the limits of your responsibility.

## Unit 152                      **Control massaging or tumbling of boneless meat and poultry**

### 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 massage or tumble meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **carrying out massaging or tumbling of meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 153

## Control membrane processing 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 important activities of controlling and operating membrane processing equipment. Compliance with health and safety, regulatory and environmental requirements is an essential feature of this unit.

Membrane plants are complex multi-stage pieces of equipment that represent significant capital expenditure. They operate at high pressure and can include relatively fragile and sensitive components (membranes) that require specialist skill and knowledge to operate. Cleaning is an integral part of the process and cleaning routines must be strictly adhered to in order to ensure optimum performance from the plant and maximise the working life of the membranes.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to start up and control membrane processing.
This means you: 1.1 monitor and adhere to hygiene, health and safety, regulatory and environmental procedures 1.2 establish and maintain effective spoken and written communication with your managers and colleagues 1.3 ensure that all necessary plant, equipment, materials and services are available and fit for use.

<b>Performance objectives</b>
The learner must be able to: 2. control membrane processing plant.
This means you: 2.1 ensure that required instrumentation is working correctly and take relevant action in response to any identified faults 2.2 ensure that start-up is in accordance with procedures and results in efficient use of resources 2.3 ensure that plant settings are compatible with optimum achievable performance 2.4 ensure that permeate flux rates are adequately monitored and recorded 2.5 make the necessary equipment performance checks in accordance with procedures and regulatory requirements 2.6 evaluate faults for impact on operations and take prompt, relevant action within the limits of your own authority 2.7 complete the necessary documentation accurately and legibly and process it correctly.

<b>Performance objectives</b>
The learner must be able to: 3. prepare to shut down plant and equipment.
This means you: 3.1 check and follow hygiene, health and safety and environmental procedures 3.2 make sure that, when plant is shut down, product losses are minimised whilst avoiding potential product contamination from flushing.

<b>Performance objectives</b>
The learner must be able to: 4. implement shut-down procedures.
This means you: 4.1 shut down chosen plant, equipment and associated services in line with procedures 4.2 make sure that plant and equipment are safe, secure and fit for purpose so that operations can continue when necessary or be cleaned as appropriate 4.3 complete the necessary documentation accurately and clearly and process it correctly 4.4 keep up effective spoken and written communication with your managers and colleagues.

### **Performance objectives**

The learner must be able to:

5. implement cleaning operations.

This means you:

- 5.1 wear correct personal protective equipment
- 5.2 set up the plant for cleaning
- 5.3 use correct cleaning products at correct concentrations and temperatures
- 5.4 ensure compliance with operating procedures and manufacturer's instructions
- 5.5 complete the cleaning operation safely and leave the plant in a suitable condition to receive the next batch of product or complete shut-down as appropriate.

### **Essential knowledge**

The learner will need to know and understand:

1. the standards of health and safety and hygiene to which you are required to work and why it is important that you do so
2. the relevant regulatory requirements and mandatory equipment checks that need to be undertaken at start-up
3. how to minimise the use of water whilst maintaining adequate equipment performance and minimising the impact of your operation on effluent generation
4. what the limits of your own authority and competence are and why it is important to work within them
5. what the lines and methods of effective communication are and why it is important to use them
6. what the documentation requirements are and why it is important to meet them
7. how to access and interpret the relevant plant, process, equipment and material specifications
8. the importance of flux (flow rate) measurements
9. the terms 'permeate' and 'retentate' and the differences between them
10. how the process works and what the function of each item of plant is
11. what the main types of equipment malfunction are and their corrective actions
12. what the correct procedures for start-up and shut-down are and why it is important to follow them
13. how faults can impact on operations
14. why it is important to use correct chemicals and cleaning procedures.

# Unit 153                      Control membrane processing 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 start up and control membrane processing** in accordance with workplace procedures.

Evidence of **controlling membrane processing plant** in accordance with workplace procedures.

Evidence of **preparing to shut down plant and equipment** in accordance with workplace procedures.

Evidence of **implementing shut-down procedures** in accordance with workplace procedures.

Evidence of **implementing cleaning operations** in accordance with workplace procedures.

## Unit 154

## Control milling in food manufacture

<b>SCQF Level:</b>	6
<b>Credit value:</b>	8
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	The unit is about milling: for example, milling cereals for use in distillation, animal feeds or flour making. It includes preparing for, carrying out and finishing milling. It details the skills required to start up, run and shut down equipment, as well as being able to take the appropriate action should operating problems occur. It is also about working to product specifications and production schedules.

### Performance objectives

The learner must be able to:

1. prepare for milling.

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 preparing for milling
- 1.2 check product specifications at the right time
- 1.3 set up equipment according to specification
- 1.4 make sure that material for milling is available and fit for use
- 1.5 make sure that services meet requirements
- 1.6 start up the plant correctly and check that it is running to specification
- 1.7 take effective action in response to operating problems
- 1.8 maintain effective communication.

**Performance objectives**

The learner must be able to:

2. carry out milling.

This means you:

- 2.1 meet the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions when carrying out milling
- 2.2 use equipment correctly and make sure that it is correctly supplied with materials and services
- 2.3 achieve the required output to the correct specification
- 2.4 make sure the product is correctly transferred to the next stage in the manufacturing operation
- 2.5 take effective action in response to operating problems within the limits of your responsibility
- 2.6 maintain effective communication.

**Performance objectives**

The learner must be able to:

3. finish milling.

This means you:

- 3.1 meet the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions when finishing milling
- 3.2 check specifications to time shut-down accurately
- 3.3 follow procedures to shut down equipment
- 3.4 deal correctly with items that can be recycled or reworked
- 3.5 dispose of waste correctly
- 3.6 make equipment ready for future use after completion of the process
- 3.7 maintain effective communication
- 3.8 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 purpose and importance of the process
3. what equipment and tools to use and their correct condition
4. what materials to use and in what quantity
5. how to obtain and interpret the relevant process or ingredient specification
6. what recording, reporting and communication is needed; how to carry this out correctly; and the reasons why it is important to do so
7. what action to take when the process specification is not met
8. how to carry out the necessary pre-start checks and why it is important to do so
9. how to follow the start-up procedures for the process and why it is important to do so
10. how to obtain the necessary resources for the process
11. how to follow work instructions and why it is important to do so
12. common sources of contamination during processing, how to avoid these and what might happen if this is not done
13. how to operate, regulate and shut down the relevant equipment
14. when it is necessary to seek assistance and how to seek it
15. how to follow the relevant process control procedures and why it is important to do so
16. different ways to carry out the process
17. how to carry out the process in an efficient manner and why it is important to do so
18. what the limits of your own authority and competence are and why it is important to work within them
19. how to deal with items that can be recycled or reworked
20. how to dispose of waste correctly and why it is important to do so
21. how to make equipment ready for future use.

## Unit 154            Control milling 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 for milling** in accordance with workplace procedures.

Evidence of **carrying out milling** in accordance with workplace procedures and taking effective action in response to **two** operating problems.

Evidence of **finishing milling** in accordance with workplace procedures.

## Unit 155

## Control pelletising in food manufacture

<b>SCQF Level:</b>	6
<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>	The unit is about the manufacture of pellets, for example, as a co-product of the distilling process or in the production of animal feeds. It includes preparing for, carrying out and finishing pelletising. It details the skills required to start up, run and shut down equipment, as well as being able to take the appropriate action should operating problems occur. It is also about working to product specifications and production schedules.

### Performance objectives

The learner must be able to:

1. prepare for pelletising.

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 preparing for pelletising
- 1.2 check product specifications at the right time
- 1.3 set up equipment according to specification
- 1.4 make sure that material for pelletising is available and fit for use
- 1.5 make sure that services meet requirements
- 1.6 start up the plant correctly and check that it is running to specification
- 1.7 take effective action in response to operating problems
- 1.8 maintain effective communication.

**Performance objectives**

The learner must be able to:

2. carry out pelletising.

This means you:

- 2.1 meet the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions when carrying out pelletising
- 2.2 use equipment correctly and make sure that it is correctly supplied with materials and services
- 2.3 achieve the required output to the correct specification
- 2.4 make sure the product is correctly transferred to the next stage in the manufacturing operation
- 2.5 take effective action in response to operating problems within the limits of your responsibility
- 2.6 maintain effective communication.

**Performance objectives**

The learner must be able to:

3. finish pelletising.

This means you:

- 3.1 meet the legal or regulatory requirements and the organisational health and safety, hygiene and environmental standards and instructions when finishing pelletising
- 3.2 check specifications to time shut-down accurately
- 3.3 follow procedures to shut down equipment
- 3.4 deal correctly with items that can be recycled or reworked
- 3.5 dispose of waste correctly
- 3.6 make equipment ready for future use after completion of the process
- 3.7 maintain effective communication
- 3.8 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 purpose and importance of the process
3. what equipment and tools to use and their correct condition
4. what materials to use and in what quantity
5. how to obtain and interpret the relevant process or ingredient specification
6. what recording, reporting and communication is needed; how to carry this out correctly; and the reasons why it is important to do so
7. what action to take when the process specification is not met
8. how to carry out the necessary pre-start checks and why it is important to do so
9. how to follow the start-up procedures for the process and why it is important to do so
10. how to obtain the necessary resources for the process
11. how to follow work instructions and why it is important to do so
12. common sources of contamination during processing, how to avoid these and what might happen if this is not done
13. how to operate, regulate and shut down the relevant equipment
14. when it is necessary to seek assistance and how to seek it
15. how to follow the relevant process control procedures and why it is important to do so
16. different ways to carry out the process
17. how to carry out the process in an efficient manner and why it is important to do so
18. what the limits of your own authority and competence are and why it is important to work within them
19. how to deal with items that can be recycled or reworked
20. how to dispose of waste correctly and why it is important to do so
21. how to make equipment ready for future use.

# Unit 155      Control pelletising 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 for pelletising** in accordance with workplace procedures.

Evidence of **carrying out pelletising** in accordance with workplace procedures and taking effective action in response to **two** operating problems.

Evidence of **finishing pelletising** in accordance with workplace procedures.

## Unit 156

## Control slicing and bagging in food manufacture

<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 controlling slicing and bagging machinery to slice and bag products in a semi-automated or fully automated food production environment. Machines typically slice and bag products for the mass market but may be set up to slice more specialist products.

You will be able to competently start up, operate and shut down slicing and bagging machinery, which may be part of a plant line or stand alone equipment. You will be able to control the infeed and outputs of the machinery to meet production requirements, and effectively deal with problems as they arise.

<b>Performance objectives</b>
The learner must be able to: 1. prepare machinery.
This means you: 1.1 check the availability of products for slicing and bagging against your specifications 1.2 set up slicing and bagging machinery according to specifications 1.3 start up slicers and baggers to specifications and check that they are working correctly 1.4 communicate with others effectively 1.5 deal with problems effectively to maintain schedules.

**Performance objectives**

The learner must be able to:

2. operate slicing and bagging machinery.

This means you:

- 2.1 control the infeed of products for slicing to specifications
- 2.2 control the progress of products during slicing and bagging to specifications
- 2.3 control the output of bagged products to specifications
- 2.4 deal with substandard or contaminated products
- 2.5 control transfer of bagged products to the next processing stage.

**Performance objectives**

The learner must be able to:

3. shut down slicing and bagging machinery.

This means you:

- 3.1 check your specifications to time shut down accurately
- 3.2 follow procedures to shut down the slicers and baggers correctly
- 3.3 remove and dispose of waste and product remains correctly
- 3.4 check and ensure that slicers and baggers are ready for further use
- 3.5 communicate with others effectively and complete all records and reports.

**Performance objectives**

The learner must be able to:

4. follow health, safety and hygiene requirements.

This means you:

- 4.1 comply with health, safety and hygiene requirements
- 4.2 wear the correct personal protective clothing and equipment throughout preparation, production and shutting down operations.



## 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 purpose and importance of the process
3. what equipment and tools to use and their correct condition
4. what materials to use and in what quantity
5. how to obtain and interpret the relevant process or ingredient specification
6. what recording, reporting and communication is needed; how to carry this out correctly; and the reasons why it is important to do so
7. what action to take when the process specification is not met
8. how to carry out the necessary pre-start checks and why it is important to do so
9. how to follow the start-up procedures for the process and why it is important to do so
10. how to obtain the necessary resources for the process
11. how to follow work instructions and why it is important to do so
12. common sources of contamination during processing, how to avoid these and what might happen if this is not done
13. how to operate, regulate and shut down the relevant equipment
14. when it is necessary to seek assistance and how to seek it
15. how to follow the relevant process control procedures and why it is important to do so
16. different ways to carry out the process
17. how to carry out the process in an efficient manner and why it is important to do so
18. what the limits of your own authority and competence are and why it is important to work within them
19. how to deal with items that can be recycled or reworked
20. how to dispose of waste correctly and why it is important to do so
21. how to make equipment ready for future use.

# Unit 156      Control slicing and bagging 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 machinery** in accordance with workplace procedures.

Evidence of **operating slicing and bagging machinery** in accordance with workplace procedures.

Evidence of **shutting down slicing and bagging machinery** in accordance with workplace procedures.

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

## Unit 157

## Control stock levels in a food environment

<b>SCQF Level:</b>	6
<b>Credit value:</b>	4
<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 control stock levels in food and drink manufacture and/or supply operations. Controlling sufficiency and safety of stock levels is important for ensuring the safe use and rotation of stock.

You will be able to monitor the level of stock. You will also be able to ensure the safe use and rotation of stock.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in controlling stock levels.

### Performance objectives

The learner must be able to:

1. monitor the level of stock.

This means you:

- 1.1 monitor effectiveness of systems and facilities for safe and sufficient storage of stock in accordance with legal and standard operational requirements
- 1.2 report difficulties, discrepancies and actual or potential risks in respect of stock levels to relevant people promptly and accurately
- 1.3 monitor achievement of standards and targets for storage of stock
- 1.4 provide support to enable your team to contribute to achievement of required stock levels
- 1.5 report proactively the potential shortfalls of stock levels against planned requirements
- 1.6 take action to increase or reduce stock levels to meet customer requirements.

### **Performance objectives**

The learner must be able to:

2. ensure the safe use and rotation of stock.

This means you:

- 2.1 ensure that stock is not retained beyond its specified shelf life or sell-by date
- 2.2 ensure that stock is stored in accordance with legal and standard operational requirements
- 2.3 identify correctly and report promptly, actual and potential risks to stock to relevant people
- 2.4 identify correctly and report promptly, any potential defects in stock storage systems
- 2.5 inform your team of all factors influencing effective, safe and correct storage and use of stock.

### **Essential knowledge**

The learner will need to know and understand:

1. key features of legal and operational requirements
2. requirements for shelf life/sell-by date of products and their importance
3. implications of stock levels falling below or over planned demand
4. methods for monitoring stock levels
5. requirements for storage of stock
6. influences on contamination or damage to stock
7. importance of sell-by dates.

## Unit 157                      Control stock levels 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 **monitoring the level of stock** in accordance with workplace procedures, taking effective action in response to **two** operating problems.

Evidence of **ensuring safe use and rotation of stock**, taking effective action in response to two operating problems.

## Unit 158

## Control the movement of livestock in livestock markets

<b>SCQF Level:</b>	6
<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 controlling the movement of livestock. The unit is applicable to the movement and restraint of all types of livestock.

It covers the controlled movement of livestock from one location to another. This is necessary when the livestock are moved into pens on acceptance into the market; transferred to a display area; guided through the race; put into different pens prior to transportation; or moved to a holding area where responsibility is transferred to the transportation organisation. This unit also relates to the restraint of livestock. Restraint of livestock will be required for a wide variety of different reasons. You must use restraint methods in accordance with instructions from a supervisor. The use of restraint methods will take place during ongoing work activities.

This unit does not cover the transportation of livestock.

This unit is for you if you work in a livestock market.

**Performance objectives**

The learner must be able to:

1. control the movement of livestock from one location to another.

This means you:

- 1.1 use personal protective equipment correctly and in accordance with organisational requirements
- 1.2 handle livestock in a manner that minimises the possibility of risk to the health and safety of the livestock, yourself, and other livestock and people in the environment
- 1.3 identify how you would deal with any contingencies which may arise, before approaching the livestock
- 1.4 approach livestock in ways which take into account the species and an assessment of the livestock's current temperament and known behaviour patterns
- 1.5 approach, move and handle livestock in ways which are likely to promote their co-operation and minimise the possibility of distress
- 1.6 monitor the livestock's behaviour and its response to handling, note any significant changes and take the appropriate action
- 1.7 establish livestock in the new location in accordance with instructions
- 1.8 ensure the new location is safe, secure and suitable for the livestock
- 1.9 use safe working methods and practices consistent with relevant legislation and codes of practice.

**Performance objectives**

The learner must be able to:

2. control and restrain livestock using specified methods.

This means you:

- 2.1 correctly identify the animal requiring restraint
- 2.2 approach the animal quietly in a manner which appears calm and confident, and is likely to minimise stress
- 2.3 restrain livestock safely and correctly in accordance with instructions
- 2.4 use restraint equipment and methods correctly in relation to the situation, the animal and its temperament
- 2.5 minimise stress and injury to the animal and other livestock in the vicinity throughout the process
- 2.6 seek assistance immediately when difficulties arise
- 2.7 move the animal safely to the correct area at the conclusion of the procedure
- 2.8 use safe working methods and practices consistent with relevant legislation and codes of practice.

## Essential knowledge

The learner will need to know and understand:

1. what personal protective equipment may be required and how it should be used
2. how to approach livestock which are to be moved
3. indicators of stress in livestock, self and others and the ways in which this can be minimised during operations
4. methods of identifying livestock (including markings on the livestock)
5. the normal pace or movement for the livestock concerned
6. correct methods for moving livestock from one location to another
7. the location to which the livestock are to be moved
8. the maintenance of livestock health, safety and welfare during movement and relocation
9. the types of problems which may be encountered during the movement of livestock and how to deal with them
10. how to establish the livestock in their new location
11. your responsibilities under health and safety regulations and legislation
12. your responsibilities under animal health and welfare regulations and legislation
13. how to identify the animal which requires restraint
14. the reasons why the animal is to be restrained
15. the correct methods for restraining livestock
16. any relevant details of the animal's temperament
17. how to approach livestock which are to be restrained
18. the types of hazards that are inherent in restraining livestock
19. the importance of being aware of your physical limitations and experience in dealing with specific livestock
20. the importance of asking for assistance where this becomes necessary
21. the correct actions to take when difficulties arise.



## Unit 158                      Control the movement of livestock in livestock markets

### 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 **controlling the movement of livestock from one location to another** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **controlling and restraining livestock using specified methods** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 159

## Control the non-invasive testing of produce

<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 skills needed for you to use non-invasive testing techniques to assess the quality of fresh produce in food and drink manufacture and/or supply operations. The testing is essential to determine the quality of the fresh produce items that are sold whole to the consumer.</p> <p>You will be able to set-up and test fresh produce. This unit is also about working to organisational product specifications and production schedules.</p> <p>This unit is for you if you work in food and drink manufacturing and/or supply operations and are involved in production operations.</p>

### Performance objectives

The learner must be able to:

1. prepare to test.

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 testing specification and protocols for sampling of fresh product
- 1.3 prepare the work area into a condition suitable for receiving produce
- 1.4 confirm raw material suitability
- 1.5 maintain effective communications.

<b>Performance objectives</b>
The learner must be able to: 2. test quality of product.
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 confirm that a representative sample has been taken 2.3 use test equipment to test fresh produce according to required quality requirements 2.4 achieve required rate of testing 2.5 handle produce in a manner which maintains quality and condition 2.6 maintain condition of work area throughout the grading process 2.7 take effective action in response to operating problems 2.8 maintain effective communication.

<b>Performance objectives</b>
The learner must be able to: 3. finish testing operations.
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 make equipment and work station ready for future use after completion of the process 3.3 maintain effective communication 3.4 make recommendations for future non-invasive testing procedures and protocols 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. why non-invasive testing is used in the fresh produce sector
3. the facilities and equipment required to complete non-invasive testing
4. how to obtain and interpret quality specifications
5. how to identify fresh produce requirements of non-invasive testing
6. how to prepare and maintain work areas used for testing
7. the equipment used in non-invasive testing and its set-up
8. the specialist requirements of non-invasive testing on types of fresh produce
9. how to assess and grade the quality of fresh produce using non-invasive techniques
10. common quality problems, their likely causes and how they are identified
11. how to interpret the results of basic non-invasive tests
12. how to deal with errors caused in the event of non-invasive test results showing non-standard results
13. how to respond to non-invasive test specification errors
14. what action to take when the quality specification is not met
15. how to deal with operating problems within limits of your own authority and competence and why it is important to work within those limits
16. what recording, reporting and communication is needed; how to carry this out correctly; and the reasons why it is important to do so.

## Unit 159                      Control the non-invasive testing of produce

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

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

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

## Unit 160

# Control the production of fresh produce product labels

<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 skills needed for you to produce labels for items of fresh produce in food and drink manufacture and/or supply operations. The operation deals with sourcing data, up-loading label data, printing labels and supplying labels to labelling operations. It covers the production of all types of label, including standard and promotional labels.

You will be able to work with organisational IT systems to both form and print produce labels. This unit is also about working to organisational product specifications and production schedules.

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

<b>Performance objectives</b>
The learner must be able to: 1. prepare to produce labels.
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 label specification and data requirements 1.3 set up equipment to support the production of labels 1.4 obtain up-to-date data for inclusion in product labels 1.5 obtain the materials needed to print labels 1.6 take effective action in response to operating problems.

## Performance objectives

The learner must be able to:

2. produce and print labels.

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 programme the data to be used to form the label according to label specification
- 2.3 form labels and confirm accuracy before printing using approved check methods
- 2.4 print labels according to labelling specification
- 2.5 apply manual override label production when adjustments to label data is required
- 2.6 maintain and control the supply of labels to labelling area
- 2.7 ensure secondary checks are performed for accuracy against labelling specification before the labels are issued to the production line
- 2.8 take effective action in response to operating problems
- 2.9 maintain effective communication
- 2.10 accurately complete all records of label usage.

## 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 and instructions that apply, and what may happen if they are not followed
2. organisational and legal requirements that control labelling
3. the labelling requirements of the produce being supplied
4. the importance of food-safe labels
5. the use of food-safe labels in the fresh produce sector
6. how to set up and use organisational IT equipment to produce labels
7. how to obtain and interpret labelling specifications
8. the data that is required for inclusion on produce labels
9. the application of databases in label data management
10. the data required including product description, country of origin, display dates, best before dates, variety etc
11. how to source and interpret the data to be added to produce labels
12. the systems, materials and adhesives used in label production
13. how to apply manual overrides in label production when adjustments to label data are required
14. when manual overrides are used as part of production and the risks to the label accuracy that this presents
15. why it is important for manual overrides to be verified
16. common quality problems in label production and their likely causes
17. the importance of accuracy linked to both legal and commercial considerations
18. how to verify the accuracy of labels
19. how to confirm the accuracy of barcodes
20. how to deal with inaccurate labelling
21. the role of labelling in supporting product traceability

22. how to control labels that are not required and are returned to the label print room
23. how to deal with operating problems within limits of your own authority and competence and why it is important to work within those limits
24. what recording, reporting and communication is needed; how to carry this out correctly; and the reasons why it is important to do so.



## Unit 160                      Control the production of fresh produce product labels

### 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 **producing labels** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **producing and printing labels** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 161

# Control the production of ready-to-eat fresh produce products

<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 skills needed for you to be able to produce ready-to-eat fresh produce products in food and drink manufacture and/or supply operations. The correct selection and handling of produce is essential to maintaining the safety and quality of the final product.

You will need to be able to set up and prepare ready-to-eat products from fresh produce. This unit is also about working to organisational product specifications and production schedules.

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

<b>Performance objectives</b>
The learner must be able to: 1. prepare to produce products.
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 product specification 1.3 prepare work station to ensure conditions are suitable for producing ready-to-eat products 1.4 obtain produce items and other raw materials to meet the required product specification 1.5 take effective action in response to operating problems 1.6 maintain effective communication.

**Performance objectives**

The learner must be able to:

2. prepare products.

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 prepare items of produce according to product specification
- 2.3 use tools and equipment effectively to support production process
- 2.4 achieve required rate of production
- 2.5 handle and store 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 make sure the product is correctly transferred to the next stage in the process
- 2.9 take effective action in response to operating problems
- 2.10 maintain effective communication.

**Performance objectives**

The learner must be able to:

3. finish production operations.

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 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 and regulatory requirements and organisational health and safety, hygiene and environmental standards and instructions that apply, and what may happen if they are not followed
2. the tools and equipment required to support ready-to-eat fresh produce production
3. how to obtain and interpret the relevant process and quality specifications
4. how to identify commonly used items of fresh produce
5. how to prepare and maintain work stations in a condition suitable for ready-to-eat product production
6. how to efficiently achieve the required product specification
7. how to assess the quality of ready-to-eat items
8. why the management of food safety is so important for ready-to-eat product production
9. how to deal with a product that is not fit for use
10. common quality problems associated with ready-to-eat product production and their likely causes
11. what action to take when the process specification is not met
12. the importance of accuracy linked to profitability
13. the importance of maintaining product control and traceability
14. how ineffective production can lead to wastage and potential customer complaints
15. how to dispose of waste according to organisational procedures
16. how to deal with operating problems within 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 161      Control the production of ready-to-eat fresh produce 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 to produce ready-to-eat products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

Evidence of **finishing production of ready-to-eat produce operations** 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 cook batched meat or poultry in food and drink manufacture and/or supply operations. Batched meat and poultry can be cooked using dry and/or moist heating methods. Cooking batched meat or poultry is a key skill in butchery outlets and meat and poultry production processing.

You will be able to prepare ingredients and equipment, follow a product specification and work to organisational procedures. You will also maintain food safety standards and adhere to regulatory standards relating to the cooking of meat or poultry.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the cooking of batched meat or poultry.

### Performance objectives

The learner must be able to:

1. prepare for cooking batched meat or poultry.

This means you:

- 1.1 adhere to organisational and regulatory standards when carrying out cooking
- 1.2 use and wear personal protective equipment
- 1.3 check with the relevant person the cooking required
- 1.4 check the availability and cleanliness of work area, tools and cooking equipment
- 1.5 source product specification
- 1.6 source the meat or poultry requiring cooking
- 1.7 preheat cooking equipment at required temperature
- 1.8 check availability of storage areas for final product and waste materials
- 1.9 refer problems outside the limits of your responsibility to relevant people.

### **Performance objectives**

The learner must be able to:

2. carry out the cooking of batched meat and poultry.

This means you:

- 2.1 ensure cooking equipment has reached the required temperature
- 2.2 load meat or poultry products into cooking equipment
- 2.3 ensure that cooking equipment does not fall below the required temperature for cooking
- 2.4 ensure that meat has cooked for the required amount of time following product specification
- 2.5 work within the limits of your responsibility.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational standard operating procedures when cooking batched meat and poultry
2. the tools and equipment required to carry out cooking of batched meat and poultry
3. how to control cooking equipment
4. why it is important to check the cleanliness of tools and equipment
5. how to handle the meat or poultry to maintain its quality
6. the potential food safety hazards associated with cooking batched meat
7. how to avoid cross-contamination and maintain food safety during cooking operations
8. how to access the correct product specifications
9. why it is important to adhere to cooking times and temperatures
10. why it is important to adhere to organisational yield and quality specifications
11. how to determine if a meat or poultry product is fully cooked
12. how to store waste products for disposal from cooking operations
13. how ineffective cooking can lead to wastage, potential customer complaints and lost revenue
14. how to deal with operating problems within the limits of your responsibility.

## Unit 162      Cook batched meat or poultry

### 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 cooking batched meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **carrying out the cooking of batched meat and poultry** 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>	4
<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 enhance the flavour of meat or poultry products in food and drink manufacture and/or supply operations. Meat and poultry flavour can be enhanced by methods such as curing, marinating, coating, glazing, stuffing, injecting, rubbing or seasoning. These operations can be carried out in a meat processing or butchery outlet.

You will be able to source ingredients and equipment, follow a product specification and work to organisational and regulatory requirements.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in enhancing the flavour of meat and poultry products.

<b>Performance objectives</b>
The learner must be able to:
1. prepare to enhance the flavour of meat or poultry products.
This means you:
1.1 adhere to organisational and regulatory standards when enhancing the flavour of meat and poultry products
1.2 wear and use the correct personal protective equipment
1.3 check the availability and cleanliness of work area, tools and equipment
1.4 source product recipe and specification
1.5 check availability of flavourings, additional recipe ingredients and meat or poultry product
1.6 address problems within the limits of your responsibility.

### **Performance objectives**

The learner must be able to:

2. carry out flavour enhancing operations.

This means you:

- 2.1 apply flavouring to meat or poultry according to product specification
- 2.2 take effective action if the wrong amount of flavouring is used
- 2.3 maintain quality of meat or poultry when handling and applying flavourings
- 2.4 make product available to next stage of process
- 2.5 store waste for disposal according to organisational requirements.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational standard operating procedures and specifications during the curing of meat
2. why meat is cured
3. the key features of wet curing, dry curing, air drying and smoking
4. the work area, tools and equipment needed to carry out the curing of meat
5. why it is important to check the cleanliness of tools and equipment
6. how to access and follow the correct curing specification
7. how to prepare dry and wet cures of different strengths and make suitable adjustments to achieve the required concentrations
8. how to check if the curing process is completed
9. the importance of storing cured meat separately from other meat, especially during the curing process
10. how to dispose of waste products from the curing process
11. the effect of ineffective curing on potential customer complaints, lost revenue and food safety
12. how to deal with curing problems within the limits of your responsibility.

## Unit 163      Cure meat 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 to enhance the flavour of meat or poultry products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **carrying out flavour enhancing operations** 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 cut items of fresh produce using hand tools in food and drink manufacture and/or supply operations. It covers the use of knives and other cutting equipment to undertake activities such as produce trimming, peeling, dividing, and cutting produce to size. The accurate cutting and correct handling of produce is essential to maintaining the quality of the final product.

You will be able to set up and hand cut items of fresh produce. This unit is also about working to organisational product specifications and production schedules.

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

<b>Performance objectives</b>
The learner must be able to:
1. prepare to hand cut fresh produce.
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 your work station to ensure conditions are suitable for hand cutting
1.4 obtain tools and equipment required to support planned processing operations
1.5 sharpen cutting equipment into a condition suitable for achieving required process specification
1.6 obtain produce to meet required process specification
1.7 take effective action in response to operating problems
1.8 maintain effective communication.

**Performance objectives**

The learner must be able to:

2. hand cut fresh produce.

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 cut fresh produce to achieve required yield and quality
- 2.3 trim products to achieve required appearance
- 2.4 achieve required rate of production
- 2.5 handle and store 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 cutting equipment 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 cutting operations.

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 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 cutting
3. the tools and equipment required to support hand cutting
4. how to sharpen, maintain and store cutting equipment
5. how to obtain and interpret the relevant process specifications
6. how to identify commonly processed fresh produce
7. how to prepare and maintain work stations in a condition suitable for hand cutting
8. how to cut efficiently using cutting equipment to achieve the required product specification
9. how to assess the quality of both whole and cut fresh produce
10. how to deal with product that is not fit for use
11. common quality problems associated with hand cutting and their likely causes
12. the importance of accurate cutting linked to profitability
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. the importance of maintaining product control and traceability during cutting
16. how to dispose of waste according to organisational procedures
17. how inaccurate cutting can affect other processes in production and lead to wastage and potential customer complaints
18. how to deal with operating problems within 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 164      Cut fresh produce 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 hand cut fresh produce** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **hand cutting fresh produce** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **finishing cutting fresh produce** 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>	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 dressing and decorating the surface of celebration cakes 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 pipe icing, crimp sugarpaste and spray the surfaces of celebration cakes. You will be able to apply decorative materials such as ribbons, motifs and ornaments 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. pipe and spray celebration cakes.
This means you:
1.1 identify and check the condition of covered bases according to your instructions and specifications
1.2 correctly identify and select tools and equipment for decorating
1.3 position bases correctly for decorating
1.4 correctly identify and adjust the condition of decorative materials
1.5 correctly pipe, crimp and spray bases according to specification, and place for the next stage in cake decoration
1.6 take prompt action to isolate substandard bases
1.7 comply with health, safety, food safety and organisational requirements throughout piping and spraying operations.



### **Performance objectives**

The learner must be able to:

2. apply decorations to celebration cakes.

This means you:

- 2.1 identify and check the condition of prepared bases according to your instructions and specifications
- 2.2 correctly identify and select tools and equipment for applying decorations
- 2.3 correctly position masked bases for applying decorations
- 2.4 correctly identify and select decorative materials
- 2.5 apply decorations to bases securely, according to specification
- 2.6 take prompt action to isolate substandard bases
- 2.7 comply with health, safety, food safety and organisational requirements throughout decorating 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 customer's needs
12. how to protect, package and store celebration cakes correctly.

## Unit 165      Decorate 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 **pipng and spraying celebration cakes** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 166

## Deliver a good service to customers

<b>SCQF Level:</b>	8
<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>To make sure that your customers are satisfied with the service you provide, your business needs to be meeting and exceeding their expectations. However, even if your service to customers is excellent, some customers will experience problems. How you respond to problems is particularly important because many customers judge the service of your business by the way in which their problems are dealt with. Improving relationships with your customers involves delivering consistent and reliable service to them, making sure everyone involved is committed to providing good customer service and also to finding ways to improve it. You might do this if you:</p> <ul style="list-style-type: none"><li>• are concerned about the quality of the service you deliver to customers</li><li>• have problems with customer service</li><li>• want to review and improve your levels of customer service.</li></ul> <p>Delivering a good service to customers involves:</p> <ul style="list-style-type: none"><li>• trying to meet and exceed customer expectations</li><li>• responding to problems</li><li>• reviewing what you are doing and how well it is working</li><li>• thinking about how it could be done better</li><li>• improving services by making changes.</li></ul>

### **Performance objectives**

The learner must be able to:

1. deliver a good service to customers.

This means you:

- 1.1 monitor the service customers get from your business
- 1.2 regularly check that customers are satisfied and identify whether you can offer any additional service
- 1.3 make changes to improve customer service where necessary
- 1.4 evaluate feedback on the effects of changes and use it to identify opportunities for further improvement
- 1.5 identify and deal with repeated problems before they begin to affect your customers
- 1.6 negotiate and agree solutions with customers to problems they have raised or complaints they have made
- 1.7 make sure solutions to problems and complaints satisfy customers and are acceptable to your business
- 1.8 make sure any problems or complaints are dealt with quickly and effectively, and that they have been resolved to the customer's satisfaction
- 1.9 keep your customers fully informed about what is happening to resolve problems, taking the initiative to update them when things are not going to plan or when you require further information
- 1.10 give clear reasons to your customers when problems have not been resolved to their satisfaction and suggest other ways that they may be resolved.

### **Essential knowledge**

The learner will need to know and understand:

#### **Customer service**

1. how and when to check on work activities to make sure staff are dealing with customers correctly
2. how to collect, analyse and present customer feedback
3. what customer service targets have been set, and the implications for your business if those targets are not met
4. how service improvements affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
5. how to take action to correct anything that is going wrong
6. any contractual agreements that your customers have with your business
7. what your customers' rights are and how these rights limit what you are able to do for your customer

#### **Communication**

8. how to communicate in a clear, polite, confident way and why this is important

#### **Managing change**

9. how to prepare for changes to your service
10. how staff can help support changes
11. how and when to let your customers know about the changes you are making
12. how to judge the effect that changes will have (for example, a certain position in the market, customer satisfaction, increased sales or

repeat business)

13. how to measure the impact of change (for example, numbers of sales, number of customers or feedback from customers)
14. how to assess the business case for making changes in the products or services you offer.

## **Unit 166            Deliver a good service to 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 **delivering a good service to customers** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 167

## Deposit and fry hot plate 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 depositing and hot plate baking a range of bakery products using a hot plate in a non-automated bakery production environment. Hot plate bakery products typically include crumpets, muffins, scotch pancakes and hot plate scones.

You will be able to correctly deposit hot plate bakery mixtures. You will be able to bake products on the hot plate to the required standards using the correct procedures 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. deposit hot plate mixtures.

This means you:

- 1.1 check the condition of hot plate mixtures according to your instructions and specifications
- 1.2 select and prepare rings or hoops for the hot plate
- 1.3 check and adjust hot plate settings and set up the condition of the baking surface
- 1.4 deposit hot plate mixtures for baking and avoid mixture contamination
- 1.5 work to minimize waste and correctly deal with scrap material
- 1.6 comply with health, safety, food safety and organisational requirements throughout depositing operations.

### Performance objectives

The learner must be able to:

2. hot plate bake products.

This means you:

- 2.1 check and monitor the baking of hot plate products according to

- instructions and specifications
- 2.2 adjust hot plate settings and maintain the condition of the frying surface to meet baking needs
  - 2.3 correctly remove hot plate baked products from the hot plate when the product specification for baking has been met, and remove rings or hoops
  - 2.4 correctly position hot plate baked products for cooling, store rings or hoops and take prompt action to isolate substandard products
  - 2.5 comply with health, safety, food safety and organisational requirements throughout hot plate operations
  - 2.6 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 confectionery processing, why it is important that you do so, and what might happen if standards are not met
2. why it is important to follow work instructions, product specifications or recipes with accuracy throughout flour confectionery processing to ensure successful products
3. how to seek advice and make process adjustments to mixtures, to take into account changes in ingredient performance, production timing and environmental conditions that are necessary to keep mixtures within specification
4. methods to help ensure that processing is consistent and reliable
5. common sources of flour confectionery contamination during processing
6. how to avoid contamination during processing and what might happen if this is not done
7. how to recognise and report mixtures or products that do not meet specification during processing
8. the procedure for rejecting and isolating failed mixtures, mixture portions or products
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 mixtures
12. important handling factors in processing which seek to maintain mixture quality and performance
13. how to maintain mixture condition and deal with time constraints and variations to conditions throughout processing
14. the correct method for loading and unloading trays in racks
15. the importance of effective cleaning of tins, trays and utensils, and their correct storage.



## Unit 167      Deposit and fry hot plate 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 **depositing hot plate mixtures** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 168

## Design and develop specialist individual dough based 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 designing and developing specialist individual dough based products in a non-automated bakery production environment. Typical products of this type require advanced craft design and development skills and may go on to be produced as individual products specifically to meet customers' orders. Examples include presentation breads such as wheat sheaves, shields and plaques; specialist pastry products for special occasions; and other speciality products using dough as their base. Whilst these products are not designed for batch or continuous production, they may be adapted for these purposes through further product development.</p>

You will be able to research appropriate design techniques and materials which may meet customers' needs. You will test and evaluate these designs, techniques and materials to establish whether they can satisfy customers' needs. Finally, you will be able to prepare a product specification which will enable the product to be made, to meet the requirements of the customer's order.

**Performance objectives**

The learner must be able to:

1. research designs, techniques and materials.

This means you:

- 1.1 review and understand the customer requirements for design and development
- 1.2 formulate and record structured ideas for outline design and development
- 1.3 research appropriate records and information and identify useful design features, production techniques and materials
- 1.4 select designs, techniques and materials for evaluation.

**Performance objectives**

The learner must be able to:

2. test and evaluate designs, techniques and materials.

This means you:

- 2.1 test designs, techniques and materials
- 2.2 evaluate designs, techniques and materials and record findings
- 2.3 present the results of your evaluation for approval
- 2.4 comply with health, safety, food safety and organisational requirements.

**Performance objectives**

The learner must be able to:

3. prepare product specification.

This means you:

- 3.1 identify and collate information and data to inform the product specification
- 3.2 produce an accurate product specification which meets customer requirements
- 3.3 ensure that the product specification meets organisational requirements including those for health, safety and food safety
- 3.4 present the product specification for approval and storage.

## **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. methods of researching information for designs, techniques and materials
3. the formulation and accurate recording of design and development ideas
4. applications and limitations of relevant techniques and materials
5. the use of tools and equipment required to apply techniques and materials
6. basic design concepts of colour, pattern, form, shape and texture
7. the accurate recording of research findings
8. the most appropriate methods to test designs, techniques and materials
9. how to construct and present a product specification
10. how to access and store records
11. copyright regarding specifications
12. how to correctly store relevant materials
13. the behaviour, characteristics and changes of materials used during testing and development.

## Unit 168      Design and develop specialist individual dough based 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 **researching designs, techniques and materials** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **testing and evaluating designs, techniques and materials** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

<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 designing and developing specialist individual flour confectionery products in a non-automated bakery production environment. Typical products of this type require advanced craft design and development skills and may go on to be produced as individual products specifically to meet customers' orders. Examples include wedding cakes, celebration cakes for special occasions and speciality flour confectionery. Whilst these products are not designed for batch or continuous production, they may be adapted for these purposes through further product development.</p> <p>You will be able to research appropriate design techniques and materials which may meet customers' needs. You will test and evaluate these designs, techniques and materials to establish whether they can satisfy customers' needs. Finally, you will be able to prepare a product specification which will enable the product to be made, to meet the requirements of the customer's order.</p>

<b>Performance objectives</b>
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The learner must be able to:
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- |  |
|--|
| 1. research designs, techniques and materials. |
|--|

This means you:
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- |   |
|---|
| 1.1 review and understand the customer requirements for design and development  |
| 1.2 formulate and record structured ideas for outline design and development  |
| 1.3 research appropriate records and information and identify useful design features, production techniques and materials |
| 1.4 select designs, techniques and materials for evaluation.  |

**Performance objectives**

The learner must be able to:

2. test and evaluate designs, techniques and materials.

This means you:

- 2.1 test designs, techniques and materials
- 2.2 evaluate designs, techniques and materials and record findings
- 2.3 present the results of your evaluation for approval
- 2.4 comply with health, safety, food safety and organisational requirements.

**Performance objectives**

The learner must be able to:

3. prepare product specification.

This means you:

- 3.1 identify and collate information and data to inform the product specification
- 3.2 produce an accurate product specification which meets customer requirements
- 3.3 ensure that the product specification meets organisational requirements, including those for health, safety and food safety
- 3.4 present the product specification for approval and storage.

**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. methods of researching information for designs, techniques and materials
3. the formulation and accurate recording of design and development ideas
4. applications and limitations of relevant techniques and materials
5. the use of tools and equipment required to apply techniques and materials
6. basic design concepts of colour, pattern, form, shape and texture
7. the accurate recording of research findings
8. the most appropriate methods to test designs, techniques and materials
9. how to construct and present a product specification
10. how to access and store records
11. copyright regarding specifications
12. how to correctly store relevant materials
13. the behaviour, characteristics and changes of materials used during testing and development.

# Unit 169      Design and develop specialist individual flour confectionery

## 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 **researching designs, techniques and materials** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **testing and evaluating designs, techniques and materials** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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



## Unit 170

## Diagnose production problems in a food environment

<b>SCQF Level:</b>	7
<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 identifying problems quickly in order to prevent any loss in production or operational time within food and drink manufacturing or supply operations (including multi-stage operations).

It covers identifying problems, finding out what they are and reporting them to the appropriate people. Making decisions and communicating effectively are essential features of this unit.

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. identify problems.
This means you: 1.1 recognise differences from normal operating conditions quickly 1.2 accurately assess the impact of these problems 1.3 take the appropriate action to make sure you and your colleagues remain safe.

### **Performance objectives**

The learner must be able to:

2. diagnose problems.

This means you:

- 2.1 check and follow legal or regulatory requirements and hygiene, health and safety and environmental standards
- 2.2 find out the nature, cause and effects of the problems
- 2.3 investigate problems in a safe and cost-effective manner, with minimum delay or wastage.

### **Performance objectives**

The learner must be able to:

3. report problems.

This means you:

- 3.1 communicate the problems clearly and accurately to the appropriate person
- 3.2 complete all records accurately and clearly, and process them promptly.

### **Essential knowledge**

The learner will need to know and understand:

1. the standards of health and safety and hygiene to which you are required to work and why it is important that you do so
2. the business's need for problem solving
3. the benefits of formalised problem solving
4. what the relevant product and process specifications are
5. how to recognise differences from specification
6. what the relevant operating procedures, standards and critical control factors are in your area of work
7. what typical operating problems occur in your area of work and their possible effect on other operations
8. how the relevant plant and equipment works
9. how to use any relevant tools and test equipment
10. how to investigate problems in a safe and cost-effective manner and why it is important to do so
11. how to define and verify the root cause of a problem
12. what different methods can be used to gather evidence about problems
13. how to analyse problems to determine their nature, cause and effects
14. what the limits of your own authority and competence are and why it is important to work within them
15. what the lines and methods of effective communication are and why it is important to use them
16. what the documentation requirements are and why it is important to meet them.

## **Unit 170**      **Diagnose production problems 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 **identifying problems**.

Evidence of **diagnosing problems**.

Evidence of **reporting problems**.

## Unit 171

## Display livestock to potential buyers 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 receiving and displaying livestock to potential buyers. It is about receiving livestock into the display area, following directions from the auctioneer and displaying livestock to potential buyers.

This unit is for you if you work in meat and/or poultry operations and your role requires you to display livestock.

<b>Performance objectives</b>
The learner must be able to: 1. receive livestock into the display area.
This means you: 1.1 recognise and act on signals from relevant people to bring livestock, individually and in groups, into the display area 1.2 bring the livestock into the display area in the right order for the sale 1.3 move the livestock from the weighbridge to the display area at a pace suited to the livestock being displayed 1.4 maintain effective communication with relevant people to ensure the health and safety of self and others and to optimise the auction activity 1.5 use safe working methods and practices in line with relevant legislation and industry codes of practice.

### **Performance objectives**

The learner must be able to:

2. display livestock.

This means you:

- 2.1 guide the livestock, individually and in groups, around the display area
- 2.2 display the livestock, individually and in groups, to their best effect to potential buyers
- 2.3 co-ordinate the display of the livestock with the auction activity and with any actions of the vendor
- 2.4 take action to deal with any difficulties that arise when displaying livestock
- 2.5 recognise the start and end of bidding activity
- 2.6 guide the livestock out of the display area at the correct time.

### **Essential knowledge**

The learner will need to know and understand:

1. the practices and procedures involved in a livestock auction and your role in the auction
2. how to recognise different stages in the auction
3. why it is important to respond to signals from the auctioneer
4. how to communicate effectively
5. how to control, direct and handle livestock
6. how to bring different classes of livestock to the display area
7. how the weighbridge operates and who is responsible for ensuring that livestock are weighed properly
8. why it is important to identify the livestock correctly
9. how to display livestock to their best effect
10. how to guide livestock out of the display area
11. types of difficulties that can occur when displaying livestock and how to handle or respond to them
12. potential hazards when displaying livestock and how to avoid them.

# Unit 171      Display livestock to potential buyers in a 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 **receiving livestock into the display area** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 172

## Display livestock to potential buyers in livestock markets

<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 receiving and displaying livestock to potential buyers. It is about receiving livestock into the display area, following directions from the auctioneer and displaying livestock to potential buyers. Displaying livestock is of critical importance to the market and to the vendors: as such, you will need to ensure that you co-ordinate your activities with those of the auctioneer so as to maximise the selling opportunity.

### Performance objectives

The learner must be able to:

1. receive livestock into the display area.

This means you:

- 1.1 recognise and act on signals from relevant people to bring livestock, individually and in groups, into the display area
- 1.2 bring the livestock into the display area in the right order for sale
- 1.3 move the livestock from the weighbridge to the display area at a pace appropriate to the livestock concerned
- 1.4 maintain effective communication with relevant people to ensure the health and safety of self and others and to optimise the auction activity
- 1.5 use safe working methods and practices consistent with relevant legislation and codes of practice.

### Performance objectives

The learner must be able to:

2. display livestock.

This means you:

- 2.1 guide the livestock, individually and in groups, around the display area
- 2.2 display the livestock, individually and in groups, to their best effect to potential buyers
- 2.3 co-ordinate the display of the livestock with the auction activity and with any actions of the vendor
- 2.4 take appropriate action when any difficulties in displaying livestock

are encountered

2.5 recognise the start and completion of bidding activity

2.6 guide the livestock out of the display area at the appropriate time.

### **Essential knowledge**

The learner will need to know and understand:

1. the practices and procedures involved in a livestock auction and your role in the auction
2. how to recognise different stages in the auction
3. the importance of responding to signals from the auctioneer
4. how to communicate effectively
5. how to marshal and handle livestock
6. how to bring different classes of livestock to the display area
7. how the weighbridge operates and who is responsible for ensuring that livestock are weighed properly
8. the importance of identifying the livestock correctly
9. the importance of displaying livestock and of handling them correctly
10. how to display livestock to their best effect
11. how to guide livestock out of the display area
12. the types of difficulties that can occur in the display of livestock and how to handle or respond to them
13. the hazards that may be involved in displaying livestock and how to avoid them.



## Unit 172      Display livestock to potential buyers in livestock markets

### 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 **receiving livestock into the display area** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 173

## Display meat or poultry for sale

<b>SCQF Level:</b>	6
<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 display meat or poultry for sale in food and drink manufacture and/or supply operations. Displaying meat for sale is important for influencing the purchasing decisions made by retail or wholesale customers. Effective displays make the products more attractive to customers, enhance sales and help to minimise the loss of quality during display.

You will be able to prepare display areas and meat or poultry products for display. You will also be able to label and display the meat or poultry products effectively and maintain the display.

This unit is for you if you work in food and drink manufacture and/or supply and are involved in the displaying of meat or poultry products for sale.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to display meat or poultry.
This means you: 1.1 wear and use the correct personal protective equipment 1.2 check the display area, equipment and accessories are clean and operating correctly 1.3 review the meat 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 1.4 assemble meat or poultry products and additional materials and prepare them for use.

**Performance objectives**

The learner must be able to:

2. display and label meat or poultry.

This means you:

- 2.1 display the meat and meat products to ensure maximum appeal and to comply with both food quality and food safety
- 2.2 prepare labels according to regulatory and organisational requirements
- 2.3 position product labels correctly
- 2.4 ensure that labels are legible and visible to customers and are securely positioned in the correct place
- 2.5 ensure food safety requirements for displayed meat or poultry products are met.

**Performance objectives**

The learner must be able to:

3. maintain display of meat or poultry.

This means you:

- 3.1 monitor display and promptly replace meat or poultry products, adhering to organisational stock rotation, food safety and display requirements
- 3.2 where replacement product is not available, reposition and reorganise the remaining products to maintain display
- 3.3 carry out emergency cleaning procedures promptly when required
- 3.4 monitor and record temperature of display equipment and take prompt action when needed.

**Performance objectives**

The learner must be able to:

4. empty and clean display equipment.

This means you:

- 4.1 withdraw products from the display according to instructions and store correctly
- 4.2 remove and dispose of used ice appropriately
- 4.3 identify and select the appropriate cleaning materials for display equipment and accessories
- 4.4 correctly clean display surfaces, equipment and accessories.

## Essential knowledge

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to the displaying of meat or poultry for sale
2. food safety and hygiene regulations that affect how meat or poultry products may be displayed and what might happen if they are not adhered to
3. why raw and ready-to-eat products should be displayed separately
4. how to rotate stock effectively to minimise waste
5. how to best utilise stock to maximise sales and minimise waste
6. factors affecting which products are displayed (seasonal, promotional, short shelf life)
7. how to estimate the amount of individual products needed to fill the display effectively
8. the accessories available to enhance the display
9. the regulatory requirements relating to the labelling of meat and meat products
10. information about potential allergens and other health issues of specific products
11. how to position labels and use correct information, and why this is important
12. how to change displays as part of the ongoing monitoring and maintenance process
13. what the appropriate actions are for display equipment or accessory failure
14. how to collect and record any required monitoring data such as temperature of product
15. the procedures for breaking down the display and moving products into storage or to waste to maintain quality and safety.

# Unit 173      Display meat or poultry for sale

## 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 meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **displaying and labelling meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **maintaining display of meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 174

## Enhance flavour in meat or poultry products

<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

**Aim:** This unit is about the skills needed for you to enhance the flavour of meat or poultry products in food and drink manufacture and/or supply operations. Meat and poultry flavour can be enhanced by methods such as curing, marinating, coating, glazing, stuffing, injecting, rubbing or seasoning. These operations can be carried out in a meat processing or butchery outlet.

You will be able to source ingredients and equipment, follow a product specification and work to organisational and regulatory requirements.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in enhancing the flavour of meat and poultry products.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to enhance the flavour of meat or poultry products.
This means you: 1.1 adhere to organisational and regulatory standards when enhancing the flavour of meat and poultry products 1.2 wear and use the correct personal protective equipment 1.3 check the availability and cleanliness of work area, tools and equipment 1.4 source product recipe and specification 1.5 check availability of flavourings, additional recipe ingredients and meat or poultry product 1.6 address problems within the limits of your responsibility.

### **Performance objectives**

The learner must be able to:

2. carry out flavour enhancing operations.

This means you:

- 2.1 apply flavouring to meat or poultry according to product specification
- 2.2 take effective action if the wrong amount of flavouring is used
- 2.3 maintain quality of meat or poultry when handling and applying flavourings
- 2.4 make product available to next stage of process
- 2.5 store waste for disposal according to organisational requirements.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational standard operating procedures when enhancing the flavour of meat or poultry
2. the work area, tools and equipment needed to carry out flavour enhancement
3. why it is important to check the cleanliness of tools and equipment
4. how to avoid contamination of meat or poultry when carrying out flavour enhancement operations
5. how to handle the meat or poultry to maintain quality and food safety
6. the different methods of enhancing the flavour of meat or poultry products
7. the different ingredients used to enhance the flavour of meat or poultry
8. how to apply the flavour to the meat or poultry product
9. why it is important to ensure the flavour is distributed evenly over, or through, the whole meat or poultry product
10. how to dispose of waste products from flavour enhancement operations
11. how ineffective flavour enhancement can lead to wastage, potential customer complaints and lost revenue
12. how to deal with problems within the limits of your responsibility.

## Unit 174      Enhance flavour in meat or poultry 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 to enhance the flavour of meat or poultry products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **carrying out flavour enhancing operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



## Unit 175

# Ensure the health and welfare of livestock in livestock markets

<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

**Aim:** This unit is about ensuring the health and welfare of livestock. You will be able to deal with the livestock according to relevant legislation, observe the physical condition and behaviour of the livestock, report any concerns and take appropriate action to promote health and welfare. You will also be able to seek assistance for any livestock emergency and initiate the appropriate action.

While relevant legislation may be translated for you through organisational policy, you are expected to understand that there is legislation that relates to the health and welfare of livestock.

This unit is for you if you work in a livestock market.

<b>Performance objectives</b>
The learner must be able to: 1. ensure the health and welfare of livestock.
This means you: 1.1 handle the livestock in a way which is consistent with relevant legislation, minimises any likelihood of stress and injury, and optimises their health and welfare 1.2 observe the livestock's physical condition (ie appearance, posture, movement and behaviour) at the necessary frequencies and report any problems to the appropriate person or people 1.3 take appropriate action to promote livestock's health and welfare at a suitable time for the livestock concerned 1.4 observe the livestock after taking action and report any unusual signs immediately 1.5 seek assistance immediately for any livestock health emergency and initiate action appropriate to the situation 1.6 use safe working methods and practices consistent with relevant legislation and codes of practice.

**Essential knowledge**

The learner will need to know and understand:

1. the health and welfare requirements of livestock
2. how to promote the health and welfare of livestock and minimise stress and injury
3. organisational policy in relation to the treatment of livestock and your responsibility under relevant animal welfare legislation, including the penning arrangements for different types of livestock
4. signs of health, stress and potential problems in different species of livestock in relation to appearance, posture, movement and behaviour, and what to do if any problems are observed
5. the different causes that can affect the livestock's behavior.

## Unit 175      **Ensure the health and welfare of livestock in livestock markets**

### 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 **ensuring the health and welfare of livestock** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 176

## Ensure the vehicle is unloaded correctly

<b>SCQF Level:</b>	<b>5</b>
<b>Credit value:</b>	2
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about unloading all or part of a load as part of driving duties. It covers the responsibility a driver has to ensure a goods vehicle remains safe and legal during and after unloading. It includes the need for appropriate communication with others involved in unloading and proof of delivery procedures.

This unit is relevant to drivers of goods vehicles and those who are responsible for goods vehicles within logistics organisations.

<b>Performance objectives</b>
The learner must be able to: 1. protect the vehicle and the load.
This means you: 1.1 obtain information on the organisation's procedures and all relevant legal, safety and operating requirements relating to the protection of the vehicle and load 1.2 take appropriate action if you identify any problems in complying with the organisation's procedures 1.3 monitor the condition of the load at regular intervals 1.4 report any change in the condition of the load according to the organisation's procedures 1.5 follow the organisation's protection procedures in relation to the vehicle and the load in different locations 1.6 report any theft or damage to the vehicle or load, according to the organisation's procedures 1.7 carry out vehicle security checks at appropriate times.

### **Essential knowledge**

The learner will need to know and understand:

1. how to ensure the instructions are followed to unload the vehicle
2. what the potential requirements are for unloading
3. how the vehicle should be prepared to deliver typical loads
4. where the vehicle should be positioned
5. the appropriate personal protective equipment (PPE)
6. how to monitor the unloading of typical loads
7. what type of problems could occur with the unloading and how to deal with them
8. how to identify the appropriate equipment for moving the load
9. different proof of delivery procedures or systems
10. the importance of communicating effectively with others
11. the organisation's procedures and all legal, safety and operating requirements relevant to unloading the vehicle.

## **Unit 176            Ensure the vehicle is unloaded correctly (Skills for Logistics DVG8)**

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 **protecting the vehicle and the load** in accordance with workplace procedures.

## Unit 177

# Ensure your own actions reduce risks to health and safety in livestock markets

<b>SCQF Level:</b>	6
<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 ensuring that your own actions reduce the risk to health and safety within a livestock market. It describes the competences required to ensure that:</p> <ul style="list-style-type: none"><li>• your own actions do not create any health and safety risks</li><li>• you do not ignore significant risks in your workplace</li><li>• you take sensible action to put things right, including reporting situations that pose a danger to people in the workplace, and seeking advice.</li></ul>

This unit is for you if you work in a livestock market.

<b>Performance objectives</b>
The learner must be able to: 1. identify the hazards and evaluate the risks in your workplace.
This means you: 1.1 correctly name and locate the persons responsible for health and safety in the workplace 1.2 identify which workplace policies are relevant to your working practices 1.3 identify those working practices in any part of your job role that could harm yourself or other persons 1.4 identify those aspects of the workplace that could harm yourself or other persons 1.5 evaluate which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest risk to you and others 1.6 report those hazards that present a high risk to the persons responsible for health and safety in the workplace (risks resulting from:

- the use and maintenance of machinery or equipment
  - the use of materials or substances
  - working practices that do not conform to laid down policies
  - unsafe behaviour
  - accidental breakages and spillages
  - environmental factors)
- 1.7 deal with hazards with low risks in accordance with workplace policies and legal requirements (risks resulting from:
- the use and maintenance of machinery or equipment
  - the use of materials or substances
  - working practices that do not conform to laid down policies
  - unsafe behaviour
  - accidental breakages and spillages
  - environmental factors).

<b>Performance objectives</b>	
The learner must be able to:	
2. reduce the risks to health and safety in your workplace.	
This means you:	
2.1	carry out your working practices in accordance with legal requirements
2.2	follow the most recent workplace policies for your job role (workplace policies covering: <ul style="list-style-type: none"> <li>• the use of safe working methods and equipment</li> <li>• the safe use of hazardous substances</li> <li>• smoking, eating, drinking and drugs</li> <li>• what to do in the event of an emergency</li> <li>• personal presentation)</li> </ul>
2.3	rectify those health and safety risks within your capability and the scope of your job responsibilities
2.4	pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons
2.5	conduct yourself in the workplace in a way that does not endanger your own health and safety or that of other persons
2.6	follow the workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (workplace policies covering: <ul style="list-style-type: none"> <li>• the use of safe working methods and equipment</li> <li>• the safe use of hazardous substances</li> <li>• smoking, eating, drinking and drugs</li> <li>• what to do in the event of an emergency</li> <li>• personal presentation)</li> </ul>
2.7	report any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate (workplace policies covering <ul style="list-style-type: none"> <li>• the use of safe working methods and equipment</li> <li>• the safe use of hazardous substances</li> <li>• smoking, eating, drinking and drugs</li> </ul>



- what to do in the event of an emergency
  - personal presentation)
- 2.8 present yourself at work in a way that:
- ensures the health and safety of yourself and others
  - meets any legal duties and is in accordance with workplace policies.

### **Essential knowledge**

The learner will need to know and understand:

1. your legal duties for health and safety in the workplace as required by the current Health and Safety at Work Act
2. your duties for health and safety as defined by any specific legislation covering your job role
3. what hazards may exist in your workplace
4. the particular health and safety risks that may be present in your own job role and the precautions you must take
5. the importance of remaining alert to the presence of hazards in the whole workplace
6. the importance of dealing with or promptly reporting risks
7. the requirements and guidance on the precautions to be taken in relation to risks to health and safety
8. agreed workplace policies relating to controlling risks to health and safety
9. responsibilities for health and safety in your job description
10. the responsible persons to whom to report health and safety matters
11. the specific workplace policies covering your job role
12. suppliers' and manufacturers' instructions for the safe use of equipment, materials and products
13. safe working practices for your own job role
14. the importance of personal presentation in maintaining health and safety in the workplace
15. the importance of personal conduct in maintaining the health and safety of yourself and others
16. your scope and responsibility for rectifying risks
17. workplace procedures for handling risks that you are unable to deal with.

## Unit 177

# Ensure your own actions reduce risks to health and safety in livestock markets

## 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 the hazards and evaluating the risks in your workplace** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **reducing the risks to health and safety in your workplace** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 178

# Evaluate production performance in food manufacture

<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 skills needed for you to evaluate production performance in food manufacture and the associated supply chain. Evaluating the efficiency of the production process with respect to the use of utilities, materials, resources, staffing and equipment is essential for maintaining an effective production line. Evaluating efficiencies in addition to the evaluation of performance with respect to quality, food safety and compliance is essential to informing improvement strategies and plans.</p> <p>You will be able to assess production process and performance and evaluate information gathered from the assessments. You will also be able to use the information to inform processes and performance improvement plans.</p>

<b>Performance objectives</b>
The learner must be able to:
1. assess process and performance of operations.
This means you:
1.1 source information relating to innovative methods of assessing process and performance
1.2 source organisational procedures and requirements for assessing process and performance
1.3 agree methods and parameters for assessing operational process and performance with relevant people
1.4 communicate to relevant colleagues the reasons for the assessments.

<b>Performance objectives</b>
The learner must be able to:

2. evaluate assessments of process and performance.

This means you:

- 2.1 collate assessment information to organisational requirements
- 2.2 liaise with colleagues to gain a good understanding of process and performance requirements and challenges
- 2.3 objectively review the assessment evidence
- 2.4 analyse the evidence and make judgements about operational process and performance.

### **Performance objectives**

The learner must be able to:

3. present information and agree actions.

This means you:

- 3.1 collate recommendations, adhering to organisational requirements
- 3.2 make specific recommendations for the improvement of process and performance to relevant people
- 3.3 gain agreement to the implementation of improvement recommendations.

### **Essential knowledge**

The learner will need to know and understand:

1. the organisational methods of communication, including information technology, and how to use them
2. how to source and use the organisational methods of assessing process and performance
3. the difference between production process and performance
4. what the recognised methods of assessing process and performance are and how to use them
5. how to source and implement innovative methods of assessing process and performance
6. the organisational key performance indicators and how to assess them
7. why it is important to communicate and agree with relevant people the methods of assessment and the reasons for carrying out assessments
8. why it is important to gain a good understanding of the production process and the key performance indicators and how to do this
9. what the organisational requirements are for collating and reporting of assessments
10. how to objectively review and analyse the assessment evidence
11. how to use the assessment evidence to make judgements, recommendations and plans about current and future operational process and performance
12. how to liaise with colleagues to gain agreement and confirm improvement recommendations and plans.

## Unit 178      Evaluate production performance 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 **assessing process and performance of operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

Evidence of **presenting information and agreeing actions** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 179

## Evaluate specialist individual dough based products

<b>SCQF Level:</b>	6
<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 evaluating specialist individual dough based products in a non-automated bakery production environment. Evaluation is critical to maintaining and improving the skills and reputation of individuals and a business to meet customers' requirements for specialist products. Examples include presentation breads like wheat sheaves, shields and plaques; specialist pastry products for special occasions and other speciality products using dough as their base.</p> <p>You will be able to assess customer satisfaction with individual and specialist products against customer expectations in placing orders and providing product briefs. You will assess the success of the development and production process of the organisation in providing individual products for specialist needs. Finally, you will be able to make recommendations for the future improvement of development and production of specialist individual products.</p>

### **Performance objectives**

The learner must be able to:

1. assess and evaluate customer satisfaction.

This means you:

- 1.1 arrange for the assessment of customer satisfaction
- 1.2 carry out assessment of customer satisfaction
- 1.3 evaluate customer feedback.

**Performance objectives**

The learner must be able to:

2. assess and evaluate production and organisational effectiveness.

This means you:

- 2.1 identify and assess development and production related issues
- 2.2 evaluate the effectiveness of the development and production processes
- 2.3 discuss preliminary findings with relevant colleagues and use these to formulate conclusions.

**Performance objectives**

The learner must be able to:

3. report and make recommendations for improvement.

This means you:

- 3.1 compile a comprehensive report on development and production to meet customers' needs
- 3.2 present report and recommendations to the relevant personnel
- 3.3 correctly store report.

**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. how to plan arrangements for obtaining customer feedback about specialist products
3. what parameters to set for the effective assessment and evaluation of specialist products
4. how to assess and evaluate customer feedback
5. how to assess and evaluate effectiveness of development and production in meeting customer needs
6. how to report and present findings for the evaluation of specialist products.

## Unit 179      Evaluate specialist individual dough based 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 **assessing and evaluating customer satisfaction** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

Evidence of **reporting and making recommendations for improvement** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.



## Unit 180

## Evaluate specialist individual flour confectionery

<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>	This unit is about evaluating specialist individual flour confectionery products in a non-automated bakery production environment. Evaluation is critical to maintaining and improving the skills and reputation of individuals and a business to meet customers' requirements for specialist products. Examples include wedding cakes, celebration cakes for special occasions, and other speciality flour confectionery.

You will be able to assess customer satisfaction with individual and specialist products against customer expectations in placing orders and providing product briefs. You will assess the success of the development and production process of the organisation in providing individual products for specialist needs. Finally, you will be able to make recommendations for the future improvement of development and production of specialist individual products.

### Performance objectives

The learner must be able to:

1. assess and evaluate customer satisfaction.

This means you:

- 1.1 arrange for the assessment of customer satisfaction
- 1.2 carry out assessment of customer satisfaction
- 1.3 evaluate customer feedback.

**Performance objectives**

The learner must be able to:

2. assess and evaluate production and organisational effectiveness.

This means you:

- 2.1 identify and assess development and production related issues
- 2.2 evaluate the effectiveness of the development and production processes
- 2.3 discuss preliminary findings with relevant colleagues and use these to formulate conclusions.

**Performance objectives**

The learner must be able to:

3. report and make recommendations for improvement.

This means you:

- 3.1 compile a comprehensive report on development and production to meet customers' needs
- 3.2 present report and recommendations to the relevant personnel
- 3.3 correctly store report.

**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. how to plan arrangements for obtaining customer feedback about specialist products
3. what parameters to set for the effective assessment and evaluation of specialist products
4. how to assess and evaluate customer feedback
5. how to assess and evaluate effectiveness of development and production in meeting customer needs
6. how to report and present findings for the evaluation of specialist products.

## Unit 180      Evaluate specialist individual flour confectionery

### 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 **assessing and evaluating customer satisfaction** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

Evidence of **reporting and making recommendations for improvement** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 181

## Eviscerate animals or birds for Kosher meat and poultry

<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

**Aim:** After Shechita, the internal organs of animals or birds must be removed if the meat is to be suitable for food. This is called evisceration. Some of the internal organs can be eaten and are sold for valuable extra income. Some are used for further processing and manufacture of meat products. The waste must be dealt with safely and hygienically.

All the organs must be handled and processed carefully so that the maximum possible value can be gained from them. The knowledge required to eviscerate will contribute towards gaining the maximum value from the internal organs.

### Performance objectives

The learner must be able to:

1. prepare to eviscerate.

This means you:

- 1.1 adhere to regulatory and organisational requirements when eviscerating
- 1.2 wear and use personal protective equipment
- 1.3 check availability of meat or poultry for evisceration
- 1.4 assemble tools and equipment needed for evisceration
- 1.5 check availability of facilities for viscera and carcass with relevant people
- 1.6 check appropriate preparation of meat or poultry has taken place for clean, efficient evisceration
- 1.7 position the carcass for the safe, hygienic removal of viscera
- 1.8 open the carcass following organisational standards.

### **Performance objectives**

The learner must be able to:

2. eviscerate meat or poultry.

This means you:

- 2.1 identify the viscera you are required to remove from the carcass
- 2.2 locate and sever the membranous attachments that secure the viscera
- 2.3 remove viscera from carcass
- 2.4 trim edible viscera to organisational and regulatory specifications
- 2.5 store edible and inedible viscera separately according to organisational requirements
- 2.6 work within the limits of your responsibility and refer problems to relevant people.

### **Essential knowledge**

The learner will need to know and understand:

1. the purpose of eviscerating animals or birds
2. the evisceration process for animals or birds according to Halacha
3. the internal organs of animals or birds and the examination process required
4. the problems that can result from ineffective evisceration
5. the differences in treatment of edible and inedible offal
6. company procedures for opening carcasses in accordance with Halacha
7. the tools and equipment used for evisceration
8. company procedures for maintaining the hygiene of evisceration tools and equipment
9. inspection procedures and standards for offal
10. the legal requirements for evisceration procedures
11. the rules of Kashrut to determine what can be used and what should be removed in accordance with Halacha
12. the workplace controls involved in evisceration.

## Unit 181                    **Eviscerate animal or birds for Kosher meat and poultry**

### 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 eviscerate** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **eviscerating meat or poultry** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 182

## Eviscerate meat or poultry

<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

**Aim:** This unit is about the skills needed for you to eviscerate meat or poultry in food and drink manufacture and/or supply operations. Evisceration is the removal of the internal organs of an animal. It includes the removal of category 2 and 3 animal by-products including those intended for disposal or human consumption. Complete evisceration is important in maximising the economic revenue from a carcass and in ensuring meat entering the food chain adheres to food safety standards.

You will be able to eviscerate meat or poultry species manually using the correct tools and equipment, adhering to regulatory and organisational standards.

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

### Performance objectives

The learner must be able to:

1. prepare to eviscerate.

This means you:

- 1.1 adhere to regulatory and organisational requirements when eviscerating
- 1.2 wear and use personal protective equipment
- 1.3 check availability of meat or poultry for evisceration
- 1.4 assemble tools and equipment needed for evisceration
- 1.5 check availability of facilities for viscera and carcass with relevant people
- 1.6 check appropriate preparation of meat or poultry has taken place for clean, efficient evisceration
- 1.7 position the carcass for the safe, hygienic removal of viscera
- 1.8 open the carcass following organisational standards.

### **Performance objectives**

The learner must be able to:

2. eviscerate meat or poultry.

This means you:

- 2.1 identify the viscera you are required to remove from the carcase
- 2.2 locate and sever the membranous attachments that secure the viscera
- 2.3 remove viscera from carcase
- 2.4 trim edible viscera to organisational and regulatory specifications
- 2.5 store edible and inedible viscera separately according to organisational requirements
- 2.6 work within the limits of your responsibility and refer problems to relevant people.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to follow organisational and regulatory standard operating procedures while eviscerating meat or poultry
2. why meat or poultry species are eviscerated
3. the evisceration process for meat or poultry
4. the viscera of meat or poultry
5. why meat and poultry viscera can be separated into group 1, 2 and 3 categories
6. the carcase preparation required prior to evisceration
7. the viscera included in group categories 1, 2 and 3
8. why it is important to check the cleanliness of tools and equipment used in the manual evisceration of meat or poultry species
9. how to handle the meat or poultry carcase to maintain its quality
10. how to avoid contamination of the carcase during evisceration
11. how to access organisational quality and yield specifications relating to the manual evisceration of meat and poultry species
12. the work area, tools and equipment needed to carry out manual evisceration
13. how to store viscera and animal processing by-products according to organisational procedures
14. how ineffective evisceration can lead to wastage, food safety issues, potential customer complaints and lost revenue
15. why it is important to work within the limits of your responsibility
16. how to address problems outside the limits of your responsibility.



## Unit 182 Eviscerate meat or poultry

### 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 eviscerate** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **eviscerating meat or poultry** 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>	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, closing and lidding pastry portions and bases to form individual products ready for baking in a non-automated bakery production environment. Pastry typically includes individual portions of Danish, Croissant, puff, short or savoury pastry, and bases for sweet or savoury short crust pies and tarts.

You will be able to assemble and fill pastry portions and bases with the correct fillings, to specification. You will be able to accurately close and place lids on pastry products and position ready for further processing. 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 pastry products.
This means you:
1.1 check the available pastry bases/portions and fillings against your instructions and specifications and take prompt action on discovering any discrepancy
1.2 locate and check the condition of tools and equipment
1.3 assemble pastry bases/portions correctly to specification
1.4 fill pastry bases/portions accurately and reliably to specification
1.5 work with practice that minimises waste, and correctly deal with scrap material
1.6 position and maintain filled pastry bases/portions correctly for further processing
1.7 comply with health, safety, food safety and organisational requirements throughout assembling and filling operations.

<b>Performance objectives</b>
The learner must be able to:

2. close and lid pastry products.

This means you:

- 2.1 check available filled pastry bases/portions and pastry lids against your instructions and specifications and take prompt action on discovering any discrepancy
- 2.2 close and crimp filled pastry bases/portions using the specified technique accurately and reliably to specification
- 2.3 place lids on filled pastry bases/portions and close accurately and reliably to specification
- 2.4 wash and dress pastry surfaces as required to specification
- 2.5 work with practice that minimises waste, and correctly deal with scrap material
- 2.6 place pastry products in the correct condition and location, and label where required, for further processing
- 2.7 comply with health, safety, food safety and organisational requirements throughout blocking, cutting and shaping 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, 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 and product specifications or recipes throughout dough processing to ensure successful dough processing
4. how to seek advice and make process adjustments to dough, to take into account any minor changes in ingredient performance, production timing and environmental conditions, 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 that 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 183      **Fill and close pastry 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 **assembling and filling pastry products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **closing and adding lids to pastry products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 184

## Fry dough 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 frying a range of dough products in a bakery production environment. Products which are fried typically include a range of fermented doughnuts and powder aerated doughnuts.

You will be able to correctly prepare for frying, which will include the checking of fryer settings and the filling of frying oil/fat. You will be able to fry products to the required standards using the correct procedures 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. prepare for frying dough.
This means you: 1.1 check and adjust fryer settings and ventilation according to your instructions and specifications 1.2 check frying oil levels and correctly add oil or fat to the fryer as required 1.3 check the condition of doughs available for frying 1.4 work to minimise waste and correctly deal with scrap material 1.5 comply with health and safety, food safety and organisational requirements throughout frying preparation operations.

### **Performance objectives**

The learner must be able to:

2. fry dough.

This means you:

- 2.1 check the operating condition of the fryer and ventilation
- 2.2 correctly load the fryer according to your instructions and specifications
- 2.3 check and monitor the frying of doughs
- 2.4 correctly unload the fryer when the product specification for frying has been met
- 2.5 correctly position fried doughs for cooling, and take prompt action to isolate substandard products
- 2.6 correctly shut down the fryer on completion of frying
- 2.7 comply with health and safety, food safety and organisational requirements throughout frying 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, 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 successful dough processing
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 184 Fry 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 frying dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 185

## Grade cheese

<b>SCQF Level:</b>	6
<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 grade cheese in food and drink manufacture and/or supply operations. Grading cheese is essential to the determination of cheese quality. It is also essential for determining the commercial value of cheese.

You will be able to prepare equipment and the work area for grading cheese. You will also be able to adhere to organisational and regulatory requirements and address problems within the limits of your responsibility.

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

<b>Performance objectives</b>
The learner must be able to: 1. select sample cheeses for grading.
This means you: 1.1 source the correct grading specifications and organisational standard operating procedures 1.2 wear and use personal protective equipment 1.3 check the availability and cleanliness of classification work area and equipment 1.4 establish and maintain effective spoken and written communication with your managers and colleagues 1.5 source cheese that requires grading, ensuring that cheeses selected are representative, following organisational specifications 1.6 ensure the cheeses are at the correct temperature for sampling.



### **Performance objectives**

The learner must be able to:

2. sample the cheese and grade according to agreed standards.

This means you:

- 2.1 take representative samples of the cheese selected, following organisational sampling specifications
- 2.2 assess the characteristics for appearance, texture, body, flavour, aroma and colour
- 2.3 grade the cheese using organisational specifications and standard operating procedures
- 2.4 complete the necessary documentation accurately and legibly and process it to organisational requirements
- 2.5 ensure that cheeses are correctly prepared for return to storage
- 2.6 deal with any waste in line with organisational requirements.

### **Essential knowledge**

The learner will need to know and understand:

1. how to access organisational grading specifications and standard operating procedures
2. why it is important to adhere to organisational grading specifications and standard operating procedures when grading cheese
3. organisational sampling requirements for cheese grading and why it is important to adhere to them
4. the importance of aroma, texture, flavour and colour to cheese grading
5. organisational cheese grading specification
6. how to apply the organisational cheese grading specification to cheese grading
7. the organisational recording and reporting requirements for cheese grading
8. the common characteristics that may cause down-graded cheese
9. the organisational procedures for dealing with cheese that does not meet the minimum grade
10. organisational labelling requirements
11. the limits of your responsibility and why it is important to work within them
12. how to deal with items that can be recycled or reworked
13. organisational requirements for disposal of waste from grading operations.

## Unit 185      Grade 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 **selecting sample cheeses for grading** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **sampling and grading cheese to agreed standards** in 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>	This unit is about the skills needed for you to hand grade fresh produce in food and drink manufacture and/or supply operations. Accurate grading according to appearance, size, ripeness and condition is essential if the quality of the final product is to be maintained.

You will be able to set up work areas and grade fresh produce accurately according to requirements of the grading specification. This unit is also about working to organisational product specifications and production schedules.

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

<b>Performance objectives</b>
The learner must be able to:
1. prepare to grade fresh produce 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 grading specification
1.3 prepare the work area into a condition suitable for receiving produce
1.4 confirm raw material suitability according to grading specification
1.5 take effective action in response to operating problems
1.6 maintain effective communications.

### **Performance objectives**

The learner must be able to:

2. grade fresh produce 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 grade fresh produce according to requirements of grading specification
- 2.3 maintain required rate of grading
- 2.4 handle produce in a manner which maintains quality and condition
- 2.5 maintain condition of work area throughout the grading process
- 2.6 transfer graded fresh produce to the next stage in the production process
- 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 hand grading operations.

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 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 and equipment required to grade fresh produce by hand
3. how to obtain and interpret grading specifications
4. how to identify fresh produce
5. how to prepare and maintain work areas used for grading
6. how to grade by size
7. how to assess and grade the quality of fresh produce
8. common quality problems and their likely causes
9. handling methods that maintain the quality and condition of fresh produce
10. the importance of accurate grading linked to profitability
11. how to deal with fresh produce that is not fit for use
12. what action to take when the grading specification is not met
13. how to dispose of waste correctly why it is important to do so
14. the importance of maintaining product control and traceability during grading operations

15. how ineffective grading can lead to wastage and potential customer complaints
16. how to deal with operating problems within 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 186      **Grade fresh produce 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 grade fresh produce by hand** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

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

## Unit 187

## Hand deposit, pipe and sheet flour confectionery

<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 depositing, piping and sheeting flour confectionery mixtures by hand in a non-automated bakery production environment. Flour confectionery mixtures processed using these methods typically include cake and sponge products, choux, almond-based confectionery, meringue, and sweet fillings and toppings.

You will be able to hand portion and deposit mixtures such as cake or sponge consistently into tins and onto trays. You will demonstrate hand piping skills to deposit and shape mixtures like eclairs, meringues or toppings, and spread (sheet) mixtures like Swiss roll or fillings using a palette knife. 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. hand deposit and pipe flour confectionery mixtures.

This means you:

- 1.1 check the available mixtures against your instructions and specifications and take prompt action on discovering any discrepancy
- 1.2 prepare tools and equipment and tins and trays to meet production needs
- 1.3 portion mixtures accurately and hand deposit them correctly
- 1.4 pipe mixtures accurately
- 1.5 work to minimise waste and correctly deal with scrap material
- 1.6 place deposited and piped mixtures in the correct location for further processing
- 1.7 comply with health, safety, food safety and organisational requirements throughout depositing and piping operations.

**Performance objectives**

The learner must be able to:

2. hand sheet flour confectionery mixtures.

This means you:

- 2.1 check the available portioned mixtures against your instructions and specifications and take prompt action on discovering any discrepancy
- 2.2 prepare tools and equipment and tins and trays to meet production needs
- 2.3 sheet portioned mixtures accurately and reliably
- 2.4 work to minimise waste and correctly deal with scrap material
- 2.5 place sheeted mixtures in the correct location for further processing
- 2.6 comply with health, safety, food safety and organisational requirements throughout sheeting operations
- 2.7 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 confectionery processing, why it is important that you do so, and what might happen if standards are not met
2. why it is important to follow work instructions, product specifications or recipes with accuracy throughout flour confectionery processing to ensure successful products
3. how to seek advice and make process adjustments to mixtures to take into account any changes in ingredient performance, production timing and environmental conditions that are necessary to keep mixtures within specification
4. methods to help ensure that processing is consistent and reliable
5. common sources of flour confectionery contamination during processing
6. how to avoid contamination during processing and what might happen if this is not done
7. how to recognise and report mixtures or products that do not meet specification during processing
8. the procedure for rejecting and isolating failed mixtures, mixture portions or products
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 mixtures
12. important handling factors in processing which seek to maintain mixture quality and performance
13. how to maintain mixture condition and deal with time constraints and variations to conditions throughout processing
14. the correct method for loading and unloading trays in racks
15. the importance of effective cleaning of tins, trays and utensils and their correct storage.

## Unit 187      Hand deposit, pipe and sheet flour confectionery

### 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 **hand depositing and piping flour confectionery mixtures** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **hand sheeting flour confectionery mixtures** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 188

## Hand divide, mould and shape fermented dough

<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 dividing, moulding and shaping fermented dough by hand in a non-automated bakery production environment. Fermented dough processed by hand typically may include bread, roll and stick dough; plain and fruited bun dough; and doughnuts.

You will be able to hand divide dough using a knife and scales, and a manually operated dough portioning device. You will demonstrate hand moulding skills, and the shaping of dough by hand and using rolling pins. 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. hand divide fermented dough.

This means you:

- 1.1 check the available dough against your instructions and specifications and take prompt action on discovering any discrepancy
- 1.2 obtain and check the condition of dividing tools and the accuracy of equipment
- 1.3 hand divide dough accurately and reliably
- 1.4 work with practice which minimises waste and correctly deal with scrap material
- 1.5 position and maintain divided dough portions correctly for further processing
- 1.6 comply with health, safety, food safety, bread weight regulations and organisational requirements throughout dividing operations.

### **Performance objectives**

The learner must be able to:

2. hand mould and shape fermented dough.

This means you:

- 2.1 check the available portioned dough against your instructions and specifications and take prompt action on discovering any discrepancy
- 2.2 prepare and maintain an appropriate table surface for moulding and shaping
- 2.3 hand mould and shape portioned dough accurately and reliably
- 2.4 wash and dress shaped dough surfaces as required to specification
- 2.5 work with practice which minimises waste and correctly deal with scrap material
- 2.6 place dough in the correct condition and location for further processing
- 2.7 comply with health, safety, food safety and organisational requirements throughout moulding and shaping 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, 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 successful dough processing
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 188      Hand divide, mould and shape fermented dough

### 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 **hand dividing fermented dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **hand moulding and shaping fermented dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 189

# Load consignments 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
<b>Aim:</b>	This unit is about loading consignments for despatch, as directed in the workplace.

You will be able to safely handle the goods, transit and loading equipment and identify the hazards involved in their use. You will also follow the health, safety and hygiene regulations.

<b>Performance objectives</b>
The learner must be able to: 1. check consignment and equipment.
This means you: 1.1 check that the consignment matches the documentation and instructions before they are loaded onto the vehicle 1.2 identify and report any defects, damage, mismatches or errors in equipment and consignments 1.3 take action within the limits of your authority to correct any defects, damage, mismatches or errors, and report to the relevant person immediately.

<b>Performance objectives</b>
The learner must be able to: 2. load consignment.
This means you: 2.1 load consignments safely and securely both on your own and with others 2.2 make sure that the load is distributed and secured to avoid damage 2.3 make sure that the load is arranged in a well-balanced, secured way and that there is enough room to unload easily and safely 2.4 make sure that mixed consignments are loaded in a way that avoids contamination.

## Performance objectives

The learner must be able to:

3. work safely.

This means you:

- 3.1 clarify individual responsibilities when working with others to load consignments and protect others from avoidable risks during loading
- 3.2 follow health, safety and hygiene requirements when loading products.

## Essential knowledge

The learner will need to know and understand:

1. the relevant health and safety, hygiene and environmental requirements and why it is important to follow them
2. the relevant industry regulations (eg Customs and Excise) and why it is important to follow them
3. why it is important to identify and avoid contamination and damage, and what might happen if this is not done
4. temperature controls and other food safety controls for the handling of food and drink products during the loading process
5. why it is important to complete preparation work to meet delivery schedules
6. why accurate and complete documentation is important and what might happen if it is incorrect
7. why it is important to understand and follow relevant documentation and instructions
8. how to identify problems that may arise in the consignment and what actions you can take
9. the communications structures and procedures within your organisation
10. why and what is important to communicate effectively and what may happen if this is not done
11. the nature and characteristics of goods and materials being loaded
12. what checks need to be made on the consignments before and during loading
13. how to use packing and storing equipment ready for loading
14. how to prepare a work area for loading and why it is important to follow good housekeeping practices
15. types of loading equipment and their use
16. types of handling equipment required and their use
17. what checks need to be made on vehicles and equipment before loading
18. how to identify problems in loading equipment and why it is important to report them immediately
19. why it is important to secure vehicles and mobile equipment before loading and the possible consequences of not doing so
20. safe manual handling and lifting techniques and why they are important
21. how to decide which loading methods are suitable for different types of consignments and loading conditions
22. why it is important to load consignments securely and prevent contamination

23. why it is important to load consignments in a way that makes it easy to unload safely.



## Unit 189      Load consignments 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 **checking consignment and equipment** in accordance with workplace procedures and taking effective action in response to two operating problems.

Evidence of **loading consignment** in accordance with workplace procedures.

Evidence of **working safely** in accordance with workplace procedures. This must include dealing with two types of obstructions or hazards (eg environmental, structural, human).

## Unit 190

## Maintain effective working relationships in livestock markets

<b>SCQF Level:</b>	5
<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>	In maintaining good working relations with other people, you are expected to communicate clearly with others. It is important that, during all activities, you recognise the limits of your own ability and ask for assistance or advice whenever it is required. You are expected to carry out your work tasks as requested and to seek further advice from the appropriate person if necessary.

This unit is for you if you work in a livestock market.

<b>Performance objectives</b>
The learner must be able to: 1. maintain effective working relationships with others.
This means you: 1.1 maintain appropriate and effective working relationships with colleagues, customers and the general public 1.2 carry out activities requiring co-operation with colleagues, customers and the general public in accordance with organisational requirements 1.3 handle disagreements effectively in an appropriate manner 1.4 communicate clearly and in a manner which promotes effective working relationships 1.5 forward any messages to the correct person or people within suitable timescales.

**Essential knowledge**

The learner will need to know and understand:

1. reasons why effective working relationships are important
2. methods of working effectively with others
3. methods of handling disagreements within the workplace
4. levels of responsibility in relation to handling disagreements
5. methods of communicating effectively
6. the reasons why effective communication is important.

## **Unit 190            Maintain effective working relationships in livestock markets**

### 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 **maintaining effective working relationships with others** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 191

## Maintain food safety during delivery

<b>SCQF Level:</b>	5
<b>Credit value:</b>	2
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about maintaining food safety during delivery in a logistics environment. It covers the knowledge and skills required of workers in the logistics sector in relation to the EU regulations that make it a legal requirement for all businesses that deal with food (ie food, drink and animal feeds) to have Food Safety Management Systems embedded into their operating and management systems.

This unit is relevant to those who work in all parts of the food supply chain, including vehicle drivers, warehousing and storage operatives, supervisors and managers.

<b>Performance objectives</b>
The learner must be able to: 1. maintain food safety during delivery.
This means you: 1.1 check that the correct records are ready for the recipient of the food items to verify 1.2 ensure that items due for delivery have not been damaged during transit 1.3 ensure action is taken to maintain the required environmental conditions of the vehicle load area during unloading 1.4 unload food items to a location agreed with the client and which maintains the safety of the food items 1.5 take the appropriate action to ensure that risks are minimised when clients refuse to accept food items due to concerns regarding its safety, or for any other reasons 1.6 check and agree with the client that the correct food items have been delivered 1.7 obtain the relevant paperwork from the client as a record and confirmation of delivery.

**Essential knowledge**

The learner will need to know and understand:

1. why it is important to keep the vehicle clean and hygienic
2. the temperature levels that apply to the various categories of temperature controlled food items carried
3. why it is important to maintain the required temperature of the load area of the vehicle
4. the role that temperature control plays in maintaining food safety
5. the hazards that may lead to a delivery area being viewed as being unsafe
6. why it is important to maintain the traceability of food through the use of accurate records of food that has been delivered or returned
7. the reasons why clients may refuse food items
8. organisational procedures for recording and handling items for return.

## Unit 191      **Maintain food safety during delivery (Skills for Logistics 159)**

### 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 **maintaining food safety during delivery** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 192

## Maintain food safety during loading and unloading

<b>SCQF Level:</b>	5
<b>Credit value:</b>	2
<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 maintaining food safety during loading or unloading in a logistics environment. It covers the knowledge and skills required of workers in the logistics sector in relation to the EU regulations that make it a legal requirement for all businesses that deal with food (ie food, drink and animal feeds) to have Food Safety Management Systems embedded into their operating and management systems.</p> <p>This unit is relevant to those who work in all parts of the food supply chain, including vehicle drivers, warehousing and storage operatives, supervisors and managers.</p>



### **Performance objectives**

The learner must be able to:

1. maintain food safety storage during loading and unloading.

This means you:

- 1.1 check that food and/or its wrapping/packaging is undamaged, is at the correct temperature, and within its use-by date on arrival and despatch
- 1.2 look at and record any important information on the labelling
- 1.3 prepare food for storage and put it in the correct location as quickly as is necessary to maintain its safety
- 1.4 avoid the risk of cross-contamination
- 1.5 deal with any spillages or damages in an appropriate manner in accordance with food safety management procedures
- 1.6 keep necessary records up to date
- 1.7 handle food in a way that ensures that food safety is maintained
- 1.8 deal promptly and appropriately with indicators of potential food safety hazards when you have the authority to do so
- 1.9 where you do not have the authority to deal with indicators of potential food safety hazards yourself, report promptly to the appropriate person
- 1.10 before loading, check the vehicle is clean and at the correct temperature.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to make sure food deliveries are undamaged, at the correct temperature and within their use-by date and how to do this
2. why it is important to prepare food for storage – for example by removing and disposing of outer packaging (while retaining any important information on the wrapping, eg instructions for use, information on allergens)
3. why food must be put in the correct storage area and the temperatures that different foods should be stored at
4. why it is important that storage areas are clean and tidy and what to do if they are not
5. why it is important to store food at the correct temperatures and how to achieve this.

## Unit 192      **Maintain food safety during loading and unloading (Skills for Logistics 157)**

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 **maintaining food safety storage during loading and unloading** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 193

## Maintain food safety during transport

<b>SCQF Level:</b>	5
<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 maintaining food safety during transport in a logistics environment. It covers the knowledge and skills required of workers in the logistics sector in relation to the EU regulations that make it a legal requirement for all businesses that deal with food (ie food, drink and animal feeds) to have Food Safety Management Systems embedded into their operating and management systems.

This unit is relevant to those who work in all parts of the food supply chain, including vehicle drivers, warehousing and storage operatives, supervisors and managers.

<b>Performance objectives</b>
The learner must be able to: 1. maintain food safety during transport.
This means you: 1.1 check that the vehicle is clean and hygienic in accordance with organisational procedures 1.2 establish what goods are being delivered and any specific food safety requirements 1.3 make specific checks on the vehicle as necessary to establish whether the vehicle is compatible with the safety of the food 1.4 check the condition of the load for potential food safety hazards 1.5 check that any codes on the food match documentation, where appropriate 1.6 record checks and work activities in the appropriate information systems according to organisational procedures 1.7 deal promptly and appropriately with indicators of potential food safety hazards when you have the authority to do so 1.8 where you do not have the authority to deal with indicators of potential food safety hazards yourself, report promptly to the appropriate person.

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to keep the vehicle clean and hygienic
2. the nature and characteristics of the potential food safety hazards associated with the food being transported and delivered
3. the role that temperature control plays in maintaining food safety
4. the main types of checks to make on vehicles and food being transported
5. what to do in the case of an event such as accident, breakdown, or other emergency in order to maintain food safety
6. legislation that applies to your area of responsibility
7. reporting responsibilities and systems used by the organisation
8. working practices and operating procedures
9. role and responsibilities of colleagues
10. whom to report to.

## **Unit 193            Maintain food safety during transport**

### 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 **maintaining food safety during transport** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 194

## Maintain lairage and antemortem facilities for religious slaughter

<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 monitoring and controlling the supply of feed and water to livestock lairage in accordance with the procedures of religious slaughter.

This unit is for you if you work in meat and/or poultry processing operations carrying out religious slaughter and your role requires you to prepare, monitor and control the supply of feed and water to livestock.

<b>Performance objectives</b>
The learner must be able to: 1. maintain lairage and antemortem facilities.
This means you: 1.1 monitor others for whom you are responsible and give them accurate and clear information about safe, humane and effective practices for the movement and treatment of livestock in holding areas 1.2 monitor and maintain holding areas for livestock in line with operational, statutory and religious regulation requirements 1.3 identify problems in the livestock holding areas or whilst holding isolated livestock and take relevant remedial action 1.4 monitor the welfare of livestock in line with operational, statutory and religious regulation 1.5 hold and treat isolated livestock in line with operational and statutory requirements 1.6 control the feeding of livestock into the processing lines to maintain the processing line speeds required 1.7 ensure that the waiting livestock are kept away from view of those being slaughtered, where abattoir layout permits and the religious authority so requires 1.8 ensure that there are no animals that are forbidden from being slaughtered in the same areas as the slaughter lines 1.9 agree with the relevant person(s) to ensure that any corrective actions are carried out

- 1.10 monitor relevant person(s) to ensure that the corrective actions are carried out
- 1.11 complete documentation accurately and clearly and make it available to the relevant person(s).

### **Essential knowledge**

The learner will need to know and understand:

1. how to monitor the welfare of livestock
2. how to handle, move and treat livestock
3. how to monitor and inform others in relation to the handling, moving and treating livestock
4. the types of treatments that may be given to isolated livestock
5. the reasons why livestock may need to be isolated and what holding methods are available
6. why some isolated livestock may not be suitable for slaughter
7. how to feed livestock into the processing lines
8. why some religious authorities require animals awaiting slaughter not to be in view of those being slaughtered, provided the layout of the slaughterhouse permits this
9. the effect of different line speeds on feeding livestock into the processing lines
10. how to monitor and maintain the livestock holding areas and why this is important
11. the types of problems that may occur in holding areas and what corrective actions you can take
12. the effects of over-crowding, lack of amenities, improper treatment, unsafe or unhygienic holding conditions, and how they should be avoided.

## **Unit 194      Maintain lairage and antemortem facilities for religious slaughter**

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 **maintaining lairage and antemortem facilities** in accordance with workplace procedures.



## Unit 196

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

<b>SCQF Level:</b>	4
<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 maintaining reception and holding areas for livestock. It covers preparing and identifying areas requiring maintenance; cleaning and maintaining the area; and working safely and hygienically.

This unit is for you if you work in meat and/or poultry processing operations and your role requires you to maintain reception and holding areas for livestock.

<b>Performance objectives</b>
The learner must be able to: 1. prepare and identify areas requiring maintenance.
This means you: 1.1 select tools and materials for cleaning and check that they are working correctly 1.2 report non-conforming tools and materials to the relevant person 1.3 inform the relevant person where remedial need exceeds the limits of your authority.

<b>Performance objectives</b>
The learner must be able to: 2. clean and maintain reception area.
This means you: 2.1 follow cleaning schedules to clean the reception area 2.2 reposition fixtures and fittings and take remedial action within the limits of your authority 2.3 inspect fixtures and fittings for operational fitness and make an accurate report to the relevant person 2.4 identify damaged and faulty fixtures and fittings and take remedial action within the limits of your authority.

**Performance objectives**

The learner must be able to:

3. work safely and hygienically.

This means you:

- 3.1 maintain the safety, security and welfare of livestock
- 3.2 follow safe and hygienic working practices.

**Essential knowledge**

The learner will need to know and understand:

1. how to reposition fixtures and fittings after cleaning
2. how to carry out cleaning
3. what cleaning tools and materials to use
4. how to identify non-conforming tools
5. how to select the correct tools for the task
6. why it is important to carry out maintenance work and the problems which occur if this is not done
7. what problems occur if fixtures and fittings are not repositioned after cleaning
8. who to report problems that exceed limits of own authority to
9. how to look after the safety, security and welfare of livestock and why this is important
10. why it is important to inspect the feed facilities.

## Unit 196      **Maintain reception and holding areas for livestock 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 and identifying areas requiring maintenance** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **cleaning and maintaining reception area** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **working safely and hygienically** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 197

# Maintain the cleanliness and disinfection of livestock markets

<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

**Aim:** This unit is designed to be applicable to those who undertake routine cleaning and disinfection of the workplace and the materials and equipment that are used in the course of normal work. The unit covers the basic maintenance of equipment: that which manufacturers recommend as basic routine maintenance and which is carried out as part of a general cleaning and maintenance schedule. This unit does not refer to the sort of maintenance of equipment and machinery that manufacturers and specialist contractors undertake on a contract basis.

Cleaning of the workplace is a key factor in ensuring the health and safety of the people and livestock within it. This is reflected in the unit, as you will be able to recognise and deal with actual and potential hazards. The cleanliness and appearance of the workplace is also a key factor in the organisation's image presented to customers and potential customers.

Disinfection helps in the fight against disease. If it is to be effective, disinfection must be carried out efficiently and thoroughly.

<b>Performance objectives</b>
The learner must be able to: 1. clean the work environment.
This means you: 1.1 clean the work environment, ie public areas, pens, display ring and alleyways, consistent with any agreed specifications and at a time agreed by those concerned, causing least disruption 1.2 use the correct personal protective equipment, cleaning equipment

<p>and cleaning agents in accordance with manufacturers' guidelines and organisational requirements</p> <p>1.3 leave working areas visibly free of dust, dirt and debris and in a state that is not likely to endanger the health and safety of others</p> <p>1.4 return cleaning equipment and cleaning agents in good working order and condition to the appropriate storage area after use</p> <p>1.5 dispose of organic and inorganic waste in a safe manner and place</p> <p>1.6 identify when faulty equipment, low stocks of cleaning agents and any other problems arise during cleaning and take appropriate action</p> <p>1.7 report any problems that arise during the cleaning and take the appropriate action.</p>
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<p><b>Performance objectives</b></p> <p>The learner must be able to:</p> <p>2. clean and maintain work equipment.</p>
<p>This means you:</p> <p>2.1 carry out routine cleaning and maintenance of work equipment according to agreed specifications and at a suitable time for those concerned, causing least disruption</p> <p>2.2 comply with routine cleaning frequency that is consistent with organisational policy</p> <p>2.3 use the correct personal protective equipment, tools and cleaning agents for routine cleaning in accordance with manufacturers' guidelines and organisational requirements</p> <p>2.4 report wear and tear accurately to the appropriate person as soon as possible</p> <p>2.5 report to the appropriate person, with minimum delay, any work equipment liable to cause injury</p> <p>2.6 store cleaning agents and manual and/or mechanical equipment safely and correctly after use.</p>

<p><b>Performance objectives</b></p> <p>The learner must be able to:</p> <p>3. carry out disinfection procedures.</p>
<p>This means you:</p> <p>3.1 identify the area to be disinfected and confirm that it is in a state for disinfection to be effective</p> <p>3.2 assemble the materials and equipment to carry out disinfection</p> <p>3.3 use safe working methods and practices consistent with relevant legislation and codes of practice</p> <p>3.4 distribute disinfectant at the levels set by technical specifications</p> <p>3.5 distribute disinfectant, ensuring all of the area is disinfected</p> <p>3.6 replace all equipment and materials safely and securely in the correct place</p> <p>3.7 maintain disinfection equipment in a condition suitable for use.</p>

## Essential knowledge

The learner will need to know and understand:

1. the materials and equipment that should be used for cleaning work areas and what personal protective equipment should be used
2. the frequency with which different items of equipment should be cleaned and maintained
3. the effects of not reporting problems found during cleaning activities
4. the cleaning materials used for particular surfaces and equipment, the need to ensure their correct dilution and the possible effects of not doing so
5. the effects that different cleaning methods and materials may have on the health and welfare of livestock and how to minimise any detrimental effect
6. how to recognise potentially hazardous equipment and the potential effects of not reporting it
7. the potential hazards when using and storing cleaning materials and equipment and the ways in which these hazards can be minimised
8. how and where waste should be disposed of, and what special precautions need to be taken regarding potentially hazardous waste (eg faeces, blood)
9. why it is important to leave the working environment clean and tidy
10. the contribution that good housekeeping practices have on customer relations and the image of the organisation
11. the meaning of disinfection
12. procedures for preparing an area before disinfection
13. condition of areas that make disinfection ineffective
14. materials and equipment required to carry out disinfection
15. methods of distributing disinfectants and why it is important to distribute disinfectant evenly and cover the area totally
16. why it is important to replace all equipment and materials in the correct place
17. how to maintain disinfection equipment and the importance of this
18. why it is important to prepare disinfection solutions following manufacturer's specifications
19. why it is important to confirm the distribution and dosage levels of disinfectants
20. handling, storage and usage of disinfectants
21. the effect of legal and organisational policies and practices on cleaning and disinfection
22. records required for usage of disinfectants.

## Unit 197      **Maintain the cleanliness and disinfection of livestock markets**

### 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 **cleaning the work environment** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

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

## Unit 198

## Maintain the lairage of livestock in livestock markets

<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 sets the standard for caring for and providing feed and water to livestock.

It covers preparing feed and water for livestock. This involves preparing and storing feed and checking water supplies are in a suitable condition. It also involves checking that feeding and watering equipment is working correctly. The unit also covers monitoring and maintaining the supply of feed and water to livestock. The monitoring aspect of this element involves checking the ongoing supply of feed and water and caring for the livestock pre- and post-auction. Whilst the livestock may only be on the premises for a short time (often 8-12 hours), their health and welfare is critically important at all times.

### Performance objectives

The learner must be able to:

1. prepare feed and water supplies for livestock.

This means you:

- 1.1 select the right type, quantity and quality of feed in accordance with instructions
- 1.2 prepare feed correctly and maintain adequate stocks in hygienic conditions
- 1.3 check feed and water supplies at the correct times and confirm they are fresh and clean
- 1.4 ensure feed and water equipment is safe and ready for use
- 1.5 use safe working methods and practices consistent with relevant legislation and codes of practice
- 1.6 record relevant information in accordance with organisational requirements.



**Performance objectives**

The learner must be able to:

2. monitor and maintain the supply of feed and water to livestock.

This means you:

- 2.1 supply feed to the livestock via the specified method
- 2.2 supply clean, fresh water to the livestock according to their needs
- 2.3 report concerns in relation to the feeding and drinking habits of the livestock immediately
- 2.4 monitor the condition of feed and water correctly and, where there are problems, either resolve the problems or report them to the appropriate person or people
- 2.5 maintain the health and welfare of the livestock throughout
- 2.6 clean and maintain equipment in a condition fit for use
- 2.7 use safe working methods and practices consistent with relevant legislation and codes of practice
- 2.8 remove organic and inorganic waste from the lairage safely and correctly
- 2.9 record relevant information in accordance with organisational requirements.

**Performance objectives**

The learner must be able to:

3. care for livestock.

This means you:

- 3.1 pen livestock in numbers that do not cause stress or welfare problems
- 3.2 monitor the safety, security and welfare of livestock, identify problems and follow organisational procedures to deal with problems
- 3.3 monitor the condition and behaviour of livestock, identify problems and follow organisational procedures to deal with problems
- 3.4 check and maintain adequate bedding, ventilation and light for the livestock.

## Essential knowledge

The learner will need to know and understand:

1. the type, quantity and quality of feed required for relevant categories of livestock
2. correct methods for obtaining feed and maintaining adequate stocks
3. the quality and quantity of drinking water required by the relevant categories of livestock
4. the reasons for checking the condition of feed and water
5. the correct methods and procedures for providing feed and water to livestock
6. the importance of ensuring all livestock have access to feed and water
7. normal feeding and drinking behaviour of the livestock and potential reasons for changes in consumption
8. to whom problems should be reported
9. the types of problems which may occur during feeding and watering
10. the limits of your responsibility in relation to feeding and watering the livestock, and resolving any problems
11. why it is important to monitor the livestock's response to handling and signs of negative responses, to whom these should be reported and why
12. the potential consequences of not reporting changes in the livestock's behaviour, its reaction to handling or factors that affect its behaviour
13. methods of maintaining the health and welfare of the livestock
14. methods of cleaning and maintaining feeding and watering equipment in a fit
15. the importance of checking that feeding and watering equipment cannot injure the livestock
16. correct storage and use of equipment
17. correct methods for removal of organic and inorganic waste
18. your responsibilities under health and safety regulations and legislation
19. reasons for recording information, keeping records and the importance of accuracy
20. organisational procedures for monitoring the safety and security of livestock
21. how to recognise stress and welfare problems in livestock
22. how to identify livestock that need restraint, separation or isolation
23. how to isolate livestock and when isolation is necessary.

## Unit 198                      **Maintain the lairage of livestock in livestock markets**

### 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 feed and water supplies for livestock** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **monitoring and maintaining the supply of feed and water to livestock** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **caring for livestock** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 199

# Maintain, promote and improve environmental good practice in food manufacture

<b>SCQF Level:</b>	7
<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 maintaining, monitoring and improving environmental practice in food and drink manufacturing operations.

You will be able to follow the legislative and organisational requirements to maintain environmental good practice. You will be able to inform others of their responsibilities; monitor their work practices; ensure you adopt good practices; and respond to any environmental damage. You will also encourage others to adopt good practice, evaluate current work practices and make recommendations for improvements.

<b>Performance objectives</b>
The learner must be able to: 1. maintain and promote environmental good practice.
This means you: 1.1 inform others accurately of their responsibilities in relation to environmental good practice 1.2 check that your own work practices comply with environmental good practice 1.3 monitor the working practices of others and evaluate their impact on the environment 1.4 encourage others positively to maintain environmental good practice 1.5 follow the correct procedures when any environmental damage occurs 1.6 complete the necessary documentation accurately and legibly, and process it correctly.

### **Performance objectives**

The learner must be able to:

2. improve environmental practice within the workplace.

This means you:

- 2.1 identify and make opportunities to encourage others to adopt environmental good practice
- 2.2 evaluate work practices for effectiveness, seek areas for improvement, and communicate any recommendations for improvements to the relevant person
- 2.3 present clear recommendations at an appropriate time and with the right level of detail
- 2.4 provide information regarding recommendations clearly, accurately and with an appropriate degree of urgency
- 2.5 complete the necessary documentation accurately and legibly, and process it correctly.

### **Essential knowledge**

The learner will need to know and understand:

1. types of pressures on the environment that may occur and how these should be taken into account when planning work
2. the different methods that can be used to minimise environmental damage
3. the levels of responsibilities of individual team members in relation to maintaining environmental good practice
4. how the efficient use of resources such as transportation, equipment, energy and materials contributes to maintaining environmental good practice
5. the organisational and legislative requirements relating to environmental damage
6. the limits of your own authority and why it is important not to exceed them
7. reporting procedures for environmental accidents and near misses, and why it is important to follow them
8. how environmental good practice can be adopted or improved
9. the organisational policy relating to environmental good practice
10. how to communicate the importance of environmental good practice effectively to others
11. methods of presenting recommendations and how to create systems that allow this to happen
12. why evaluating and reflecting on feedback concerning recommendations is important, and how such feedback can be used to shape further recommendations.

## **Unit 199                    Maintain, promote and improve environmental good practice 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 **maintaining and promoting environmental good practice** in accordance with workplace procedures.

Evidence of **improving environmental practice** in accordance with workplace procedures.

## Unit 200

# Manage organisational change for achieving excellence in a food environment

<b>SCQF Level:</b>	6
<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 manage change during your organisation's drive to achieve excellence in food and drink manufacture and/or supply operations. This is important to the productivity and success of manufacture, processing and supply of food and drink within the food supply chain. Good management is important where the implementation of change, improvement, new practice, targets and a performance driven culture creates challenges for individuals and the dynamics of teams.

You will be able to show that you can prepare adequately for managing achieving excellence plans. You will be able to comply with your company policies for managing change and take responsibility for your actions. This involves implementing plans to make the change that is needed and driving through achievement of change. It is about ensuring that the management of change achieves the objectives required by your organisation's achieving excellence strategy.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in team leadership or first line or middle management.

<b>Performance objectives</b>
The learner must be able to: 1. prepare for managing change.
This means you: 1.1 identify how the plans for change fit with the overall achieving excellence strategy 1.2 identify the specific achieving excellence plans for change 1.3 discuss and confirm the key objectives and scope of the plans for change and the available resources with relevant colleagues and any key stakeholders 1.4 make any final changes to plans where necessary and confirm the final plans for change with the relevant people.

<b>Performance objectives</b>
The learner must be able to: 2. manage change.
This means you: 2.1 brief any change team members on the plans for change and their roles and responsibilities. and provide ongoing support, encouragement and information 2.2 put processes and resources in place to manage potential risks arising from the change and deal with contingencies 2.3 implement the plan for change, selecting and applying a range of management tools and techniques to monitor, control and review progress 2.4 communicate progress to the relevant people, any key stakeholders and any change team members on a regular basis 2.5 identify, in the light of progress, any required changes to the plan for change, obtaining agreement from the relevant people where necessary 2.6 achieve plan for change objectives using the agreed level of resources 2.7 confirm satisfactory completion of the plan for change with the relevant people and any key stakeholders.

<b>Performance objectives</b>
The learner must be able to: 3. obtain and provide feedback on change management.
This means you: 3.1 evaluate the success of the implementation of the plan for change, identifying what lessons can be learned and recognising the contributions of any team members and other colleagues 3.2 seek feedback on the value of your contribution to change management 3.3 check current status of the impact of change 3.4 provide feedback on your contribution to change management to the relevant person.



## Essential knowledge

The learner will need to know and understand:

1. the main models and methods for managing change effectively for achieving excellence, and their strengths and weaknesses
2. the plans for change agreed in line with the strategy for achieving excellence
3. theory and application of the change/performance curve
4. theory and understanding of teams, including an understanding of team-building techniques and how to apply them
5. how to assess the risks and benefits associated with implementation of organisational change
6. the importance of contingency planning and how to do this effectively
7. how to make critical decisions
8. the internal and resource barriers to change, and the techniques that deal with these
9. stakeholder and line management expectations and how they influence the process
10. the organisation's achieving excellence vision, strategy and objectives; the reasons for improvement; and the risks and expected benefits
11. business and operational critical activities and interdependencies
12. those factors that need to be changed, and the associated priorities and reasons
13. the communication channels used to inform, both formal and informal
14. what the techniques are to monitor, control and review progress during management of change in achieving excellence
15. how to evaluate the success of implementation
16. the range of information sources available to support achieving excellence
17. how to give and receive feedback about the change management process.

## **Unit 200            Manage organisational change 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 **preparing for managing change**.

Evidence of **managing change**.

Evidence of **obtaining and providing feedback on change management**.