

# **SVQ Food & Drink Unit Handbook (4768)**

## **Units 201-250**

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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 201

## Manage 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>	This unit is about the skills needed for you to manage production performance in food and drink manufacture and the associated supply chain.

You will be able to organise operational activities, maintain a productive working environment and ensure quality and compliance requirements are adhered to. You will also be active in the reduction of costs, waste and downtime and the increase of efficiencies, productivity and performance.

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

<b>Performance objectives</b>
The learner must be able to: 1. organise operational activities to meet requirements.
This means you: 1.1 source production details including: a. compliance b. quality c. product specification d. volumes needed to fulfil customer requirements 1.2 liaise with relevant people to help plan and agree schedules and organise workloads 1.3 encourage colleagues to contribute to the planning and organising process 1.4 communicate the production schedule and specific product requirements to relevant people involved directly and indirectly in the production process 1.5 ensure all relevant people know and understand their role and

specific standards of working in the production process  
1.6 check materials, resources and staffing are available to fulfil production requirements.

<b>Performance objectives</b>
The learner must be able to: 2. maintain a productive work environment.
This means you: 2.1 ensure the work environment is suitable for the production process, conforming to organisational and regulatory requirements 2.2 check tools and equipment are maintained according to maintenance schedules and organisational requirements 2.3 comply with regulatory and organisational requirements when dealing with staffing issues 2.4 review training requirements and development opportunities to support production progress and performance 2.5 ensure the development of the individual.

<b>Performance objectives</b>
The learner must be able to: 3. maintain operations necessary to meet requirements.
This means you: 3.1 check that all suppliers are able to meet requirements and that operations consistently meet product and delivery specifications 3.2 maintain systems to monitor the achievement of performance and targets, take corrective action promptly and inform relevant people of any necessary changes likely to affect them 3.3 deal with quality, compliance, performance and productivity issues promptly, liaising with colleagues at all levels, to aid problem solving 3.4 evaluate factors capable of causing disruption to operations and take measures to minimise their potential effects 3.5 complete all records, adhering to organisational requirements 3.6 allocate time to review ongoing problems.

### **Essential knowledge**

The learner will need to know and understand:

1. the organisational and regulatory requirements relating to the management of process and performance of food and drink products
2. the organisational methods of communication and how to use them including any restrictions and limits of access
3. how to ensure all colleagues are aware of their roles and responsibilities
4. why it is important to liaise with colleagues when managing progress and performance and how to encourage involvement from all staffing levels
5. why it is important to source and adhere to organisational requirements and customer specifications when managing production
6. why it is important to ensure a sufficient supply of materials, resources and staffing and how to do this
7. the organisational methods of measuring performance and productivity and how to collate and report them
8. why it is important to ensure organisational key performance indicators relating to performance and productivity are met, including requirements for:
  - a. yield
  - b. targets
  - c. outputs
  - d. quality
  - e. compliance
9. how to encourage and enable colleagues to contribute to improving operational productivity and performance
10. the importance of managing staffing levels and staff issues, adhering to organisational requirements
11. how to identify factors which may cause disruption to productivity and performance and the corrective actions required to stop or minimise disruption
12. the organisational schedules for the maintenance of tools and equipment and why it is important to ensure adherence to them.

## Unit 201      **Manage 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 **organising operational activities to meet requirements** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

Evidence of **maintaining operations necessary to meet requirements** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 202

## Mask and cover celebration cakes

<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 masking and coating celebration cakes in readiness for decoration 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 mask cake bases with suitable glazes in readiness for covering. You will be able to cover masked bases to the required standards, as described in a product specification, with coverings like royal icing, sugarpaste or soft coatings. 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. mask celebration cakes.
This means you: 1.1 identify and check the condition of bases according to your instructions and specifications 1.2 correctly identify and select tools and equipment for masking 1.3 position bases correctly for masking 1.4 correctly identify and adjust the condition of masking materials 1.5 correctly mask 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 masking operations.

**Performance objectives**

The learner must be able to:

2. cover celebration cakes.

This means you:

- 2.1 identify and check the condition of masked bases according to your instructions and specifications
- 2.2 correctly identify and select tools and equipment for covering
- 2.3 correctly position masked bases for covering
- 2.4 correctly identify and adjust the condition of covering materials
- 2.5 cover masked bases according to specification
- 2.6 place and arrange for covered bases to receive the specified drying time
- 2.7 take prompt action to isolate substandard bases
- 2.8 comply with health, safety, food safety and organisational requirements throughout covering operations
- 2.9 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 during decoration and on completion that do not meet specification
7. the procedure for rejecting and isolating failed semi-prepared and prepared celebration cakes
8. how to maintain and adjust consistency of confectionery fillings for spreading and decorative materials
9. how to assemble bases and fill cakes efficiently without causing damage
10. how to maintain and adjust consistency of masking and covering materials
11. how to source and obtain accessories to meet customers' needs
12. how to protect, package and store celebration cakes correctly.

## Unit 202      **Mask and cover 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 **masking celebration cakes** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 203

## Mill curds

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the skills needed for you to mill curds in food and drink manufacture and/or supply operations. Milling curds is important to the production of a variety of cheeses including Wensleydale and Cheddar.</p> <p>You will be able to prepare tools and equipment needed to carry out milling of curd. You will also be able to control the milling process. You will also be able to adhere to product recipes and organisational equipment standard operating procedures.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in milling curd.</p>

<b>Performance objectives</b>
The learner must be able to: 1. prepare to mill curds.
This means you: 1.1 adhere to regulatory and organisational requirements when milling curd 1.2 use and wear personal protective equipment when milling curd 1.3 adhere to organisational hygiene requirements in respect to hand washing 1.4 source product recipe and organisational standard operating procedures 1.5 ensure that all necessary tools and equipment are available and fit for use 1.6 source curd requiring milling and take action to address any curd quality issues.

**Performance objectives**

The learner must be able to:

2. control milling of curds.

This means you:

- 2.1 adhere to organisational standard operating procedures when milling curd
- 2.2 ensure safety catches are in operation and mill is not overloaded
- 2.3 mill curd in accordance with the specific requirements of the recipe
- 2.4 ensure the curd is milled to specific curd size requirements
- 2.5 make milled curd available to the next stage of processing
- 2.6 evaluate faults for impact on operations and take prompt action within the limits of your own responsibility
- 2.7 complete the necessary documentation accurately and process to organisational requirements.

**Essential knowledge**

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to the milling of curds
2. how to source and select the tools, equipment and resources needed to mill curds
3. what the personal protective equipment is and why it is important to wear and use it
4. how to access organisational specifications relating to milling curds
5. the importance of adhering to quality and yield specifications when milling curds
6. how to maximise yield when milling curds
7. the safety devices present on milling equipment and how to use them
8. how to mill curds and why it is carried out in cheese making
9. how to control the equipment needed to mill curds
10. how to determine the curd size requirements of specific cheese recipes
11. the action required to adjust curd size when carrying out milling
12. why it is important to work within the limits of your responsibility and take action to address problems.

## **Unit 203**      **Mill curds**

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

Evidence of **controlling the milling of curds** in your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 204

## Monitor an automated meat or poultry processing system

<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 the skills needed for you to monitor an automated meat or poultry processing system in food and drink manufacture and/or supply operations. Monitoring an automated meat or poultry processing system is important for the production of meat and poultry that meets production requirements and adheres to regulatory and organisational standards.

You will be able to monitor resources needed to meet production requirements, maintain the flow of production, address problems within the limits of your responsibility and meet organisational and regulatory quality and yield specifications.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the monitoring of an automated meat or poultry processing system.

<b>Performance objectives</b>
The learner must be able to: 1. monitor set-up of an automated meat or poultry processing system.
This means you: 1.1 wear and use personal protective equipment required while carrying out monitoring operations 1.2 monitor correctly the use of tools and equipment throughout the production process and ensure this use meets regulatory and organisational standard operational procedures 1.3 monitor the correct operation of safety devices and security locks 1.4 liaise with relevant people to check availability of meat or poultry for processing 1.5 address problems within limits of your responsibility.

**Performance objectives**

The learner must be able to:

2. monitor an automated meat or poultry processing system.

This means you:

- 2.1 monitor each stage of the automated system ensuring standard operating procedures are adhered to
- 2.2 monitor quality and yield of product at each stage of the automated production system
- 2.3 address product quality and yield specification problems within limits of your responsibility
- 2.4 monitor the pace of processing, ensuring production requirements are met
- 2.5 complete production and equipment records and documentation accurately and promptly
- 2.6 report promptly on production issues affecting the progress of production.

**Performance objectives**

The learner must be able to:

3. monitor shut-down.

This means you:

- 3.1 ensure meat or poultry processing system is shut down according to organisational standard operating procedures
- 3.2 monitor removal and storage of waste from processing.

**Essential knowledge**

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to the monitoring of an automated meat or poultry processing system
2. the specific health and safety standards to be adhered to when monitoring an automated meat or poultry processing system
3. the key features of an automated meat or poultry processing system
4. the advantages and disadvantages of an automated meat or poultry processing system compared to manual further processing
5. how to access organisational specifications
6. the importance of monitoring product quality and yield specifications
7. why it is important to maximise yield
8. signs of ineffective processing
9. how to complete equipment and production records
10. why it is important to report production problems quickly and to the correct people
11. the procedures for the storage and removal of waste from an automated processing system
12. why it is important to address problems within the limits of your responsibility
13. how to report problems to the relevant people.

## Unit 204      Monitor an automated meat or poultry processing system

### 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 set-up of an automated meat or poultry processing system** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **monitoring an automated meat or poultry processing system** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **monitoring shut-down** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 205

# Monitor and control quality of work activities in food and drink operations

<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 monitoring the quality of work activities to achieve targets in food and drink operations. You will be able to follow relevant policies and procedures that apply to your area of work and report on the quality of work activities against specifications. You will organise work to meet schedules and targets, and make effective use of resources. You will also identify, record and report any problems affecting the volume of throughput.

This unit is relevant to you if your role involves monitoring activities to ensure that quality standards are being met.

<b>Performance objectives</b>
The learner must be able to: 1. monitor the quality of work activities in food and drink operations.
This means you: 1.1 check that there are sufficient resources available to complete work activities within your own area of responsibility 1.2 follow operational requirements to monitor work activities to meet requirements 1.3 monitor work activities regularly to identify any variances against specifications 1.4 complete all relevant checks efficiently, correctly and accurately and report as appropriate 1.5 report all variances outside of specification accurately and promptly to the relevant person(s) 1.6 identify and report opportunities for improvement of work activities to the relevant person(s) 1.7 identify implications of changes to make sure that the change is documented accurately 1.8 access information from appropriate sources to support your report and recommendations 1.9 communicate recommendations to relevant people

- 1.10 follow legal and regulatory requirements and health and safety, hygiene and environmental standards and instructions
- 1.11 ensure all records are complete and accurate.

### **Essential knowledge**

The learner will need to know and understand:

1. the relevant legal and regulatory requirements and health and safety, hygiene and environmental standards and instructions, and what might happen if they are not followed/met
2. the importance of effective communication
3. how to organise work to meet schedules and why this is important
4. types of resources available for monitoring purposes
5. how to make the most effective use of resources
6. why work activities and throughput should be monitored
7. types of monitoring systems and how to monitor throughput
8. actions that can be taken to minimise problems affecting throughput
9. how to identify and solve problems which affect throughput
10. how operational parameters affect the achievement of output targets
11. consequences of ineffective monitoring, control systems and processes
12. actions which can be taken to minimise downtime and disruption to the process
13. the potential conflicts between quality and throughput in relation to the needs of the organisation
14. how to use specifications for monitoring and controlling the quality of work
15. how to identify variances
16. procedures for dealing with variances
17. how to develop and implement solutions to minimise variances.

## **Unit 205      Monitor and control quality of work activities in food and drink operations**

Supporting information

### **Evidence requirements**

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

Evidence of **monitoring the quality of work activities in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 206

# Monitor and control reception of livestock 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 monitoring and controlling the process of receiving livestock for food and drink manufacturing operations. It covers monitoring and controlling unloading, identifying any out-of-specification livestock and completing records accurately.

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

<b>Performance objectives</b>
The learner must be able to: 1. monitor livestock.
This means you: 1.1 monitor and control the unloading of livestock in ways which ensure it is carried out in accordance with operational and statutory requirements 1.2 reference the livestock received accurately against the delivery information and associated documentation 1.3 identify casualty, out of specification livestock and other reception problems and take corrective actions to deal with these occurrences in accordance with operational and statutory requirements 1.4 allocate livestock to holding areas in accordance with operational and statutory requirements 1.5 move livestock from the reception point to the holding areas in accordance with operational and statutory requirements 1.6 identify livestock in the holding areas in ways which enable them to be traced from finished product to livestock producer 1.7 complete records of received livestock accurately and legibly and make them available to the relevant person(s).

**Essential knowledge**

The learner will need to know and understand:

1. the unloading procedures for livestock and why unloading needs to be monitored and controlled
2. how to unload different species of livestock
3. how to monitor and control unloading of livestock
4. procedures for checking in of livestock and why these need to be referenced against delivery documentation
5. what constitutes casualty and out of specification livestock
6. how to identify casualty and out of specification livestock and the types of corrective actions that can be taken
7. why livestock need to be allocated to holding areas
8. what the holding areas are, where they are and how to allocate livestock to them
9. methods used to move different species of livestock
10. methods used to ensure that livestock can be traced from the livestock producer to the finished product and why this is important.

## **Unit 206      Monitor and control reception of 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 **monitoring livestock** in accordance with workplace procedures.

## Unit 207

# Monitor and maintain storage conditions in a food environment

<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 monitor and maintain storage conditions in food and drink manufacture and/or supply operations. Monitoring and maintaining storage conditions is important for product quality and safety. This unit will include knowing how to keep the storage area clean and tidy, identifying, recording and taking action to correct any changes and problems in storage conditions.

You will be able to maintain storage conditions and monitor changes in storage conditions.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the stores area, and your job requires you monitor the storage conditions.

<b>Performance objectives</b>
The learner must be able to: 1. maintain storage conditions.
This means you: 1.1 keep environmental conditions at the specified levels to protect goods and materials from avoidable deterioration 1.2 implement safety and security procedures fully and accurately 1.3 keep the storage area clean, tidy and free from obstructions and hazards.

**Performance objectives**

The learner must be able to:

2. monitor changes in storage conditions.

This means you:

- 2.1 identify unacceptable variances in storage conditions by regular, careful monitoring
- 2.2 identify and record accurately any unacceptable variances and defects in the storage facility and equipment
- 2.3 take action within the limits of your authority to correct variances and defects to protect goods and materials, and report this action to the relevant people
- 2.4 use the results of monitoring to identify realistic suggestions for improving storage conditions, and present your suggestions clearly to the relevant people.

**Essential knowledge**

The learner will need to know and understand:

1. types and characteristics of goods and materials in storage
2. why it is important to check goods and materials
3. what checks to make and how to make them
4. how to determine when variances in storage conditions are unacceptable
5. types of defects and how to recognise them
6. what action to take to deal with unacceptable variances and defects and who to report to
7. how to recognise discrepancies and defects, and goods and materials in a condition that presents a hazard
8. what the procedures are for marking non-conforming items and keeping them apart from the rest of the goods and materials
9. what safety and security procedures to implement
10. relevant national and local regulations that affect storage of goods and materials
11. how to determine whether ideas for making improvements to the monitoring of storage facilities and goods and materials are realistic.

## **Unit 207      Monitor and maintain storage conditions 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 **maintaining storage conditions** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **monitoring changes in storage conditions** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 208

## Monitor bleeding for Kosher meat

<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 carrying out bleeding operations in religious slaughter. This job must be done by experienced people with provisional or full licences. The job is tightly controlled by Halachic laws that define methods of bleeding in accordance with Jewish Law.

The task is important to the industry because the way it is done affects the condition of the meat and whether it is suitable for human consumption and complies with regulations governing the Kashrut (fitness for purpose) of meat. If you do this work you need special skills so that the meat produced meets quality specifications as stipulated by the Rabbinical authority which will certify that the product is Kosher.

<b>Performance objectives</b>
The learner must be able to: 1. ensure uninterrupted bleeding out following slaughter.
This means you: 1.1 check that equipment is ready to carry out bleeding effectively 1.2 move carcass to the right place at the bleeding point to carry out bleeding effectively 1.3 check that tools and equipment meet food safety requirements and follow procedures to deal with any problems 1.4 check facilities for holding animals or birds planned for bleeding and follow procedures to deal with any problems.

**Performance objectives**

The learner must be able to:

2. bleed animals or birds.

This means you:

- 2.1 after the correct amount of time, move the animal or bird into the correct position for bleeding
- 2.2 use the correct tools and methods for bleeding safely and effectively
- 2.3 follow procedures and legal requirements to maintain food safety during bleeding
- 2.4 ensure the correct amount of time for bleeding as directed by the certifying Rabbinical authority.

**Essential knowledge**

The learner will need to know and understand:

1. why animals and birds are bled before human consumption
2. the principles of bleeding animals and birds
3. the blood vessels involved in the bleeding of animals or birds
4. the methods of cutting and poring blood vessels, nerves and fats for Kosher meat
5. the methods of soaking animals or birds
6. the methods of salting, resting and rinsing
7. how to maintain materials and equipment for bleeding and koshering to ensure they are effective, safe and meet the required religious and hygiene standards
8. why hygiene is important in bleeding
9. the legislation relating to bleeding
10. the workplace controls involved in bleeding
11. how to maintain the security and integrity of Kashrut seals on Kosher meat.

## Unit 208      Monitor bleeding for Kosher meat

### 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 uninterrupted bleeding out following slaughter** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **bleeding animals or birds** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 209

## Monitor carcase production

<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 the skills needed for you to monitor carcase production in meat or poultry processing from the initial stunning and killing through to the production of a meat or poultry carcase. Monitoring the production of a meat or poultry carcase is important for maintaining the flow of production to storage for further processing. It is also important for ensuring maximum economic value is achieved by ensuring organisational quality and yield specifications are adhered to.</p> <p>You will be able to monitor the processing line, ensuring quality, yield and pace of production are maintained according to organisational specifications.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the monitoring the carcase processing line.</p>

<b>Performance objectives</b>
The learner must be able to: 1. monitor preparation of carcase production work area.
This means you: 1.1 wear and use personal protective equipment required while carrying out monitoring 1.2 access organisational specifications 1.3 monitor availability and cleanliness of equipment, work area, facilities and resources in carcase production work areas 1.4 liaise with relevant people to check availability of meat and poultry species 1.5 address problems within limits of your responsibility.

**Performance objectives**

The learner must be able to:

2. monitor carcase production.

This means you:

- 2.1 monitor quality and yield of carcase according to organisational specifications
- 2.2 monitor pace of carcase production
- 2.3 monitor carcase offal and by-products against quality and yield organisational specifications
- 2.4 address problems within limits of your responsibility and refer to relevant people if problem outside the limits of your responsibility
- 2.5 ensure storage facilities and resources are sufficient to maintain pace of carcase production.

**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 209      Monitor carcass production**

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 preparation of carcass production work area** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 210

## Monitor effectiveness of despatch and transport operations in a food environment

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the skills needed for you to monitor effectiveness of despatch and transport operations in food and drink manufacture and/or supply operations. Understanding the monitoring of the effectiveness of despatch and transport operations in a food environment is important for meeting customer requirements. It is also important for maintaining an efficient despatch process.</p> <p>You will be able to monitor the despatch and transport processes. You will also be able to control risk to health and safety in the workplace.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in organising the despatch and transport operations of food and drink products. You may be a team leader, line manager or supervisor.</p>

<b>Performance objectives</b>
The learner must be able to: 1. monitor the despatch and transport processes.
This means you: 1.1 monitor progress against targets for preparation of orders for distribution 1.2 check that the quality of the products is maintained 1.3 adapt allocation of work activities to meet changing priorities and targets 1.4 report factors influencing effectiveness which are outside your own area of responsibility to the relevant people 1.5 make recommendations to improve the despatch process to relevant people.

**Performance objectives**

The learner must be able to:

2. control risk to health and safety in the workplace.

This means you:

- 2.1 control risk to health and safety during despatch and transport operations, ensuring compliance with relevant legal and standard operational requirements
- 2.2 monitor correct and safe use of all tools and equipment to minimise risk
- 2.3 identify promptly and take corrective action regarding potential and actual hazards in the workplace
- 2.4 monitor safe handling and lifting techniques during loading of transport vehicles.

**Essential knowledge**

The learner will need to know and understand:

1. key features of legal and operational requirements
2. standard operating procedures in respect of despatch and transport
3. how to set and agree targets for transport and distribution
4. why it is important to have cost effective and efficient transport and distribution processes
5. what action to take on variances and non-compliance in maintaining conditions
6. why it is important to work to targets and standards
7. corrective action and procedures when dealing with contingencies
8. safe and correct manual handling techniques.

## Unit 210

## Monitor effectiveness of despatch and transport operations 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 despatch and transport processes** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 211

# Monitor health, safety and environmental systems 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 monitoring health, safety or environmental systems within an organisation. You will need to implement systems for monitoring and maintaining health, safety and hygiene, staff working conditions and facilities within your area of responsibility; communicate relevant information to colleagues; and contribute to the auditing of safety and environmental procedures.

You will also be able to ensure timely corrective action where necessary and ensure that illness, incidents and accidents are promptly reported and recorded.

You will also follow monitoring and evaluation procedures, communicate your findings to colleagues and recognise the need to seek competent assistance.

<b>Performance objectives</b>
The learner must be able to: 1. report on status of compliance.
This means you: 1.1 implement health, safety and environmental monitoring systems fully for all operations within your area of responsibility 1.2 monitor conditions to ensure health, safety and environmental system requirements are met.

<b>Performance objectives</b>
The learner must be able to: 2. monitor completion of allocated work activities with due regard to risk assessments.
This means you: 2.1 undertake health, safety and environmental management audits of

- operations and take prompt corrective action when required
- 2.2 report and record the outcomes of monitoring in accordance with organisational and statutory requirements.

### **Performance objectives**

The learner must be able to:

3. make recommendations to improve systems.

This means you:

- 3.1 make recommendations for improving health, safety and environmental management systems
- 3.2 disseminate the agreed improvements to the relevant people with information to ensure the improvements can be implemented.

### **Essential knowledge**

The learner will need to know and understand:

1. the principles of current legislation for health, safety and environmental management
2. the relevant statutory body requirements
3. the enforcement structure of regulatory bodies
4. how to communicate effectively with relevant people
5. how to give due recognition to ideas and views
6. how to make presentations
7. how to develop and maintain procedures
8. how to analyse, review and validate internal and external information
9. the importance of compliance with systems and legislation and the possible consequences of non-compliance
10. system requirements to monitor and maintain a healthy and safe environment
11. the tangible and intangible benefits of healthy and safe working arrangements to the organisation and its external environment
12. the methods of risk assessments
13. the procedures for investigating and reporting
14. the principles of organisational policies and systems
15. the organisational procedures for health, safety and environmental systems, emergencies, environmental issues and health screening
16. the organisational procedures for the prevention, investigation and reporting of incidents and accidents
17. how to report and record to best effect
18. the importance of compliance with systems and legislation and the possible consequences of non-compliance
19. system requirements to monitor and maintain a healthy and safe environment
20. the implications of current health, safety and environmental legislation on the business and the work undertaken by individuals
21. how to ensure compliance with current statutory requirements
22. how to carry out a risk assessment
23. the risk and hazards specific to your own area of responsibility/control
24. the need for involvement of health, safety and environmental specialists.

## Unit 211      Monitor health, safety and environmental systems in food manufacture

Supporting information

### Evidence requirements

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

Evidence of **reporting on status of compliance** in accordance with workplace procedures.

Evidence of **monitoring completion of allocated work activities with due regard to risk assessments** in accordance with workplace procedures.

Evidence of **making recommendations to improve systems** in accordance with workplace procedures.

## Unit 212

## Monitor hygiene cleaning in food and drink operations

<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 monitoring hygiene cleaning effectively and safely cleaning in the plant and work areas and to ensure it fits the overall cleaning plan. Hygiene and food safety are very important to the food and drink industry and this should be maintained with auditable evidence to meet regulatory requirements.

This unit covers the preparation and cleaning skills required to conform to a cleaning schedule and plan.

This unit is for you if you monitor the hygiene cleaning of plant and work areas in food and drink operations.

<b>Performance objectives</b>
The learner must be able to: 1. monitor hygiene cleaning in food and drink operations.
This means you: 1.1 establish cleaning requirements from the specification 1.2 ensure the instructions for cleaning requirements are clear 1.3 ensure the area is prepared and ready for cleaning 1.4 ensure the correct personal protective equipment is available and used 1.5 monitor the selection and usage of specified cleaning solutions following company procedures 1.6 ensure the correct cleaning equipment is selected, prepared and used 1.7 maintain effective communication as required throughout the process 1.8 enforce cleaning requirements 1.9 ensure that cleaning operations are carried out using cleaning solutions, materials and equipment as required 1.10 ensure that the cleaning is carried out without causing unnecessary down-time to plant and equipment 1.11 ensure that the cleaning is completed within the specified time

- 1.12 leave plant, equipment and work areas fit for future use
- 1.13 supervise and carry out swabbing where required
- 1.14 monitor cleanliness to agreed specifications and correctly reinstate plant, equipment and work areas
- 1.15 oversee the storage of cleaning materials and equipment back in the right place in the correct condition
- 1.16 enforce any necessary precautions to prevent the spread of contamination to other areas
- 1.17 identify, report and take appropriate action in regard to any signs of contamination, damage or environmental concerns
- 1.18 ensure waste or debris is disposed of correctly
- 1.19 ensure all records are accurate and complete
- 1.20 follow legal or regulatory requirements and health and safety, hygiene and environmental standards or instructions.

### **Essential knowledge**

The learner will need to know and understand:

- 1. the relevant legal or regulatory requirements and health and safety, hygiene and environmental standards and instructions, and what may happen if they are not followed
- 2. how to carry out COSHH and risk assessment
- 3. why it is important to organise and coordinate the cleaning process
- 4. the purpose of cleaning instructions and schedules and the risks involved in not following them
- 5. how to make recommendations or amendments to cleaning instructions and schedules
- 6. the situations that may occur when cleaning and how to deal with these
- 7. how to establish personal protective clothing is fit for purpose and what to do with equipment that is unfit for use
- 8. when and how to use guards and warning notices
- 9. when a permit to work is required, how it is used, and what might happen if it is not obtained before cleaning starts
- 10. the frequency with which different items of equipment should be cleaned and maintained
- 11. the precautions to take to ensure that the product is not contaminated by cleaning materials
- 12. emergency procedures for chemical spillage or contact with skin
- 13. the actions to take if the cleaning cannot be completed within the specified time
- 14. the need to achieve the required standard of cleanliness and what may happen if this is not done
- 15. the need to identify, report and handle any signs of contamination, damage or environmental concerns and what may happen if this is not done
- 16. reasons for sampling and what may happen if it is not carried out
- 17. the correct waste disposal procedure and what may happen if it is not followed
- 18. what special precautions need to be taken regarding potentially hazardous waste and what to do if something goes wrong
- 19. how cleaning can help with the maintenance of equipment and machinery

20. why it is important to keep accurate records and what might happen if this is not done
21. the importance of effective communication.

## **Unit 212      Monitor hygiene cleaning in food and drink operations**

Supporting information

### **Evidence requirements**

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

Evidence of **monitoring hygiene cleaning in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 212

## Monitor hygiene cleaning in food and drink operations

<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 monitoring hygiene cleaning effectively and safely cleaning in the plant and work areas and to ensure it fits the overall cleaning plan. Hygiene and food safety are very important to the food and drink industry and this should be maintained with auditable evidence to meet regulatory requirements.

This unit covers the preparation and cleaning skills required to conform to a cleaning schedule and plan.

This unit is for you if you monitor the hygiene cleaning of plant and work areas in food and drink operations.

<b>Performance objectives</b>
The learner must be able to: 1. monitor hygiene cleaning in food and drink operations.
This means you: 1.1 establish cleaning requirements from the specification 1.2 ensure the instructions for cleaning requirements are clear 1.3 ensure the area is prepared and ready for cleaning 1.4 ensure the correct personal protective equipment is available and used 1.5 monitor the selection and usage of specified cleaning solutions following company procedures 1.6 ensure the correct cleaning equipment is selected, prepared and used 1.7 maintain effective communication as required throughout the process 1.8 enforce cleaning requirements 1.9 ensure that cleaning operations are carried out using cleaning solutions, materials and equipment as required 1.10 ensure that the cleaning is carried out without causing unnecessary down-time to plant and equipment 1.11 ensure that the cleaning is completed within the specified time

- 1.12 leave plant, equipment and work areas fit for future use
- 1.13 supervise and carry out swabbing where required
- 1.14 monitor cleanliness to agreed specifications and correctly reinstate plant, equipment and work areas
- 1.15 oversee the storage of cleaning materials and equipment back in the right place in the correct condition
- 1.16 enforce any necessary precautions to prevent the spread of contamination to other areas
- 1.17 identify, report and take appropriate action in regard to any signs of contamination, damage or environmental concerns
- 1.18 ensure waste or debris is disposed of correctly
- 1.19 ensure all records are accurate and complete
- 1.20 follow legal or regulatory requirements and health and safety, hygiene and environmental standards or instructions.

### **Essential knowledge**

The learner will need to know and understand:

- 1. the relevant legal or regulatory requirements and health and safety, hygiene and environmental standards and instructions, and what may happen if they are not followed
- 2. how to carry out COSHH and risk assessment
- 3. why it is important to organise and coordinate the cleaning process
- 4. the purpose of cleaning instructions and schedules and the risks involved in not following them
- 5. how to make recommendations or amendments to cleaning instructions and schedules
- 6. the situations that may occur when cleaning and how to deal with these
- 7. how to establish personal protective clothing is fit for purpose and what to do with equipment that is unfit for use
- 8. when and how to use guards and warning notices
- 9. when a permit to work is required, how it is used, and what might happen if it is not obtained before cleaning starts
- 10. the frequency with which different items of equipment should be cleaned and maintained
- 11. the precautions to take to ensure that the product is not contaminated by cleaning materials
- 12. emergency procedures for chemical spillage or contact with skin
- 13. the actions to take if the cleaning cannot be completed within the specified time
- 14. the need to achieve the required standard of cleanliness and what may happen if this is not done
- 15. the need to identify, report and handle any signs of contamination, damage or environmental concerns and what may happen if this is not done
- 16. reasons for sampling and what may happen if it is not carried out
- 17. the correct waste disposal procedure and what may happen if it is not followed
- 18. what special precautions need to be taken regarding potentially hazardous waste and what to do if something goes wrong
- 19. how cleaning can help with the maintenance of equipment and machinery

20. why it is important to keep accurate records and what might happen if this is not done
21. the importance of effective communication.

## **Unit 212      Monitor hygiene cleaning in food and drink operations**

Supporting information

### **Evidence requirements**

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

Evidence of **monitoring hygiene cleaning in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 213

## Maintain lairage and antemortem facilities 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 preparing, monitoring and controlling the supply of feed and water to livestock.

This unit is for you if you work in meat and/or poultry processing operations 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 efficient practices for the movement and treatment of livestock in holding areas 1.2 monitor and maintain holding areas for livestock in line with operational and statutory 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 and statutory requirements 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 agree with the relevant person the actions to take with livestock that do not conform to requirements or specifications 1.8 supervise relevant person(s) to ensure that the corrective actions are carried out 1.9 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 about handling, moving and treating livestock
4. types of treatments which may be given to isolated livestock
5. reasons why livestock may need to be isolated and what holding methods are available
6. how to feed livestock into the processing lines
7. the effect of different line speeds on feeding livestock into the processing lines
8. how to monitor and maintain the livestock holding areas and why this is important
9. types of problems that may occur in holding areas and what corrective actions you can take
10. effects of overcrowding, lack of amenities, improper treatment, unsafe or unhygienic holding areas, and how these effects can be avoided.

## **Unit 213      Maintain lairage and antemortem facilities 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 lairage and antemortem facilities** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 214

## Monitor meat or poultry further processing

<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 to monitor the further processing of meat or poultry by hand or using a semi- or fully automated processing machine. Further processing of meat or poultry includes the slicing, dicing, mincing and jointing of meat and poultry and is important for the production of a variety of products that meet organisational and customer requirements.

You will be able to monitor the preparation of the work area, tools and equipment, facilities and resources. You will also be able to monitor and help maintain the pace of production, address problems within your remit and monitor product yield and quality according to organisational specifications.

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

<b>Performance objectives</b>
The learner must be able to: 1. prepare to monitor meat or poultry further processing.
This means you: 1.1 wear and use personal protective equipment 1.2 check the availability of meat or poultry for further processing against organisational requirements 1.3 monitor set-up of further processing area, tools and equipment and resources 1.4 access organisational standard operating procedures and product specifications 1.5 refer problems outside the limits of your responsibility to relevant people.

**Performance objectives**

The learner must be able to:

2. monitor meat or poultry further processing.

This means you:

- 2.1 monitor meat or poultry further processing according to organisational requirements
- 2.2 maintain pace of further processing to production requirements
- 2.3 monitor yield and quality of meat or poultry products to organisational specifications
- 2.4 monitor transfer of further processed products to next stage of processing
- 2.5 work within the limits of your responsibility.

**Performance objectives**

The learner must be able to:

3. complete further processing operations.

This means you:

- 3.1 stop further processing according to organisational and production requirements
- 3.2 monitor removal and storage of waste
- 3.3 ensure work area tools and equipment are left according to organisational specifications.

**Essential knowledge**

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to the monitoring of meat or poultry further processing
2. the specific health and safety standards to be adhered to when monitoring and carrying out meat and poultry further processing
3. the personal protective equipment required when monitoring further processing
4. the tools, equipment and resources needed to carry out meat or poultry further processing by hand, using semi-automated equipment and fully automated equipment
5. the key features of a semi- and fully automated further processing machine
6. how to access organisational specifications
7. the importance of adhering to product yield and quality specifications
8. why it is important to maximise yield during further processing
9. the effect of not adhering to product yield and quality specifications
10. signs of ineffective further processing
11. why it is important to address problems within the limits of your responsibility
12. how to report problems to the relevant people.

## Unit 214      Monitor meat or poultry further processing

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

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

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

## Unit 215

# Monitor and maintain product quality in food and drink operations

<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 monitoring and maintaining the quality of products within your area of responsibility in food and drink operations. You will be able to identify quality problems and take action to resolve these. You will be involved with relevant quality control systems and procedures which are used in your workplace.

This unit is relevant to you if you are involved with monitoring product quality. You may be responsible as a supervisor/team leader in food and drink operations.

<b>Performance objectives</b>
The learner must be able to: 1. monitor product quality in food manufacture.
This means you: 1.1 monitor product quality to organisational requirements 1.2 identify and report factors which may adversely affect product quality 1.3 identify correctly non-conformance to quality standards and report it to the relevant person 1.4 take correct action to reject or isolate products or items which do not conform to specification 1.5 manage products or items that do not conform through the correct process 1.6 ensure products or items that do not conform are not accidentally used 1.7 take action to bring product back into quality specification to minimise any loss of product 1.8 seek advice for quality problems outside your own level of authority or expertise 1.9 offer support to or seek help for colleagues who encounter quality problems 1.10 receive and confirm instructions for the resolution of quality

problems

- 1.11 communicate clearly and accurately with others to ensure that resolutions to quality problems are followed and understood
- 1.12 record corrective actions taken to meet required standard
- 1.13 ensure quality checks are carried out and processes are followed consistently to standard
- 1.14 ensure quality checks are carried out to most current and up-to-date specifications
- 1.15 ensure the correct use of personal protective equipment
- 1.16 ensure reporting and recording is carried out regularly and correctly
- 1.17 follow legal and regulatory requirements and health and safety, hygiene and environmental standards or instructions.

### **Essential knowledge**

The learner will need to know and understand:

1. the relevant legal and regulatory requirements and health and safety, hygiene and environmental standards
2. the consequences of not meeting relevant legal and regulatory requirements
3. the workplace quality system and procedures relevant to your area of responsibility
4. how to obtain relevant and up-to-date work instructions/standard operating procedures, schedules and specifications
5. how to identify quality problems in your work area
6. how to manage product quality to prevent any accidental use of non-conforming products
7. procedures for resolving quality problems and making improvements
8. why quality assurance is important and how it affects the efficiency of work activities
9. common factors affecting product quality and food safety in the workplace eg plant maintenance
10. the measures taken to minimise risk to product quality and food safety
11. why it is important to maintain product quality and seek continuous improvement
12. how to keep quality records and data secure and why this is important
13. the lines and methods of communication within your organisation
14. the importance of effective communication in the maintenance of quality
15. the limits of your own authority and why it is important to work within them
16. the importance of reporting problems promptly
17. the importance of recording actions taken and completing records correctly
18. your responsibility for team members following relevant quality and food safety requirements.

## **Unit 215      Monitor and maintain product quality in food and drink operations**

Supporting information

### **Evidence requirements**

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

Evidence of **monitoring product quality** effectively according to workplace procedures.

## Unit 217

# Monitor stored goods and materials in a food environment

<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 monitor stored goods and materials in food and drink manufacture and/or supply operations. Monitoring food and drink goods and materials in storage is important for identifying and reporting any defects and discrepancies in goods and materials; marking and keeping apart any defective goods and materials; and taking action to deal with any goods and materials that may be hazardous.

You will need to be able to monitor goods and materials effectively.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the stores area, and your job requires you monitor food and drink goods and materials in storage.

<b>Performance objectives</b>
The learner must be able to: 1. monitor goods and materials effectively.
This means you: 1.1 monitor regularly and in a way that is thorough and sufficient to identify discrepancies and defects in goods and materials 1.2 check in a way that meets your company's requirements 1.3 identify defects and discrepancies in goods and materials, and report them promptly 1.4 mark out clearly and separate out any goods and materials whose condition present a hazard 1.5 use the results of monitoring to identify realistic suggestions to improve the monitoring of goods and materials.

**Essential knowledge**

The learner will need to know and understand:

1. types and characteristics of goods and materials in storage
2. why it is important to check goods and materials
3. what checks to make and how to make them
4. how to determine when variances in storage conditions are unacceptable
5. types of defects and how to recognise them
6. what action to take to deal with unacceptable variances and defects, and who to report to
7. how to recognise discrepancies and defects, and goods and materials whose condition presents a hazard
8. what the procedures are for marking non-conforming items and keeping them apart from the rest of the goods and materials
9. what safety and security procedures to implement
10. relevant national and local regulations that affect storage of goods and materials
11. how to determine whether ideas for making improvements to the monitoring of storage facilities and goods and materials are realistic.

## **Unit 217      Monitor stored goods and materials in a food environment**

Supporting information

### **Evidence requirements**

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

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

## Unit 218

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

<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 the health and welfare of livestock pre-slaughter (the period between the arrival of livestock on the site and movement to the line for slaughter).

<b>Performance objectives</b>
The learner must be able to: 1. monitor welfare of livestock.
This means you: 1.1 monitor the safety, security and welfare of livestock 1.2 monitor the condition and behaviour of livestock regularly and report any problems to the appropriate person 1.3 identify problems with livestock and follow procedures to deal with them 1.4 check the condition of livestock waiting to be unloaded 1.5 identify dead-on-arrival, dying, diseased or injured livestock 1.6 follow procedures to inform appropriate people about dead-on-arrival, dying, diseased or injured livestock 1.7 handle livestock safely and minimise stress and injury.

<b>Performance objectives</b>
The learner must be able to: 2. monitor environmental conditions for livestock.
This means you: 2.1 check environmental conditions to ensure the welfare of livestock 2.2 identify problems with environmental conditions and follow procedures to deal with them.

### **Essential knowledge**

The learner will need to know and understand:

1. your responsibilities under animal welfare regulations and legislation
2. your responsibilities under health and safety regulations and legislation
3. how to assess the suitability of environmental conditions and why that is important
4. how to check vehicles, equipment and livestock in holding areas
5. procedures for monitoring health and wellbeing of livestock
6. how to promote the health and welfare of livestock and minimise stress and injury
7. how to identify different conditions on livestock
8. how to identify livestock that need restraint, separation or isolation
9. the different causes that can affect the livestock's behaviour
10. how to recognise different problems with different types of livestock in relation to appearance, posture, movement and behaviour, and how to deal with them
11. how to recognise stress in livestock
12. how to approach and restrain livestock safely with minimum stress.

## **Unit 218      Monitor the health and welfare of livestock pre-slaughter 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 **monitoring welfare of livestock** in accordance with workplace procedures.

Evidence of **monitoring environmental conditions for livestock** in accordance with workplace procedures.

## Unit 219

# Monitor the recovery of meat and poultry processing by-products

<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 the skills needed for you to monitor the recovery of processing by-products in food and drink manufacture and/or supply operations. Monitoring the recovery of processing by-products is important for maintaining the flow of production. It is also important for maximising profit from meat or poultry carcasses.

You will be able to monitor the recovery of by-products during the sorting and processing stages, ensuring that quality, yield and pace of production are maintained according to organisational specifications.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in monitoring the recovery of animal processing by-products.

<b>Performance objectives</b>
The learner must be able to: 1. monitor preparation of by-products processing and sorting work area.
This means you: 1.1 wear and use personal protective equipment required while carrying out monitoring 1.2 access organisational specifications 1.3 monitor availability and cleanliness of equipment, work area, facilities and resources in offal and/or by-products work areas 1.4 liaise with relevant people to check availability of by-products for sorting and processing 1.5 address problems within limits of your responsibility.

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

2. monitor processing and sorting of offal or by-products.

This means you:

- 2.1 monitor quality and yield of by-products requiring sorting and processing, addressing problems with relevant people
- 2.2 monitor pace of sorting and processing and address problems to maintain pace of processing
- 2.3 monitor sorted and processed by-products against quality and yield organisational specifications
- 2.4 address product quality and yield specification problems within limits of your responsibility and refer to relevant person if problem outside your responsibility
- 2.5 ensure storage facilities are sufficient to maintain pace of sorting and processing
- 2.6 check staining is carried out to organisational and regulatory requirements
- 2.7 work within the limits of your responsibility.

### **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 219      **Monitor the recovery of meat and poultry processing by-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 **monitoring preparation of by-products processing and sorting work area** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **monitoring processing and sorting of offal or by-products** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 220

# Monitor wrapping and labelling of products in a food environment

<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 the skills needed for you to monitor wrapping and labelling of products in food and drink manufacture and/or supply operations. Monitoring wrapping and labelling of products in a food environment is important to ensuring efficient production. It is also integral to stock control and despatch.

You will be able to monitor wrapping and labelling operation against production requirements.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in the planning, implementation and monitoring of wrapping and labelling operations for food and drink products. You may be a team leader, line manager or supervisor.

<b>Performance objectives</b>
The learner must be able to: 1. monitor wrapping and labelling operation against production requirements.
This means you: 1.1 monitor consistently the progress against production targets 1.2 provide supervision and support to your team to resolve difficulties and ensure targets are met 1.3 report difficulties outside of your area of responsibility to relevant personnel 1.4 keep record of wrapping and labelling operation accurate and complete, and store for easy retrieval 1.5 take prompt corrective action where technical or material faults threaten the operation and achievement of targets 1.6 follow legal and standard operational requirements in wrapping

and labelling operation

- 1.7 manage risk effectively and ensure the workplace is hazard free
- 1.8 monitor the wrapping and labelling of products and ensure that they are done correctly, using appropriate materials and methods for each product.

### **Essential knowledge**

The learner will need to know and understand:

1. key features of legal and operational requirements relating to wrapping and labelling operations
2. how to plan resources to meet planned and anticipated demand
3. how to estimate and allow for contingencies
4. tools and equipment used for wrapping and labelling food and drink products and their safe use
5. competences and development needs of personnel
6. monitor wrapping and labelling operation against food and drink production
7. how to check on availability of materials
8. technical information for relevant tools and equipment
9. materials orders and delivery arrangements
10. corrective actions within own area of responsibility
11. quality records and their applicability to wrapping and labelling
12. how to manage control of work materials.

## **Unit 220      Monitor wrapping and labelling of products 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 wrapping and labelling operation against production requirements** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 221

# Move and handle products and materials in food and drink operations

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about moving and handling food and drink products and materials in the workplace. It covers preparing to move and moving products or materials and working safely and hygienically.</p> <p>This unit is for you if you work in food and drink operations and your job requires you to move and handle products and materials in the workplace.</p>

<b>Performance objectives</b>
The learner must be able to: 1. move and handle products and materials in food and drink operations.
This means you: 1.1 select products or materials to be moved 1.2 assess the products or materials to be moved to determine best method for moving and handling 1.3 check lifting and moving equipment is safe and ready for use 1.4 check the required products or materials and make sure they are of the correct quantity and quality 1.5 make sure there is space available to move the products or materials 1.6 identify which parts of the moving process involve most risk to products or materials and people, and take steps to reduce those risks 1.7 use the correct handling techniques and equipment to avoid damage to the products or materials, yourself and others 1.8 move products or materials to the correct place using the correct transport route 1.9 follow company procedures to report or deal with damage to products or materials during moving 1.10 return handling equipment to the right place and make sure it is ready for future use 1.11 complete all records accurately and promptly 1.12 follow the required health, safety and hygiene standards when moving and handling materials.

### Essential knowledge

The learner will need to know and understand:

1. relevant health, safety and hygiene standards when moving and handling materials and why it is important to follow them
2. methods and equipment that can be used to move and handle products or materials
3. the checks to make before products or materials are moved, including equipment checks
4. how to carry out safety checks on lifting equipment and why it is important to do so
5. the safe lifting limits for yourself and any lifting equipment
6. why it is important to check that the load is suitable to be moved and that you use the right handling equipment for the task
7. designated locations for accumulated products and materials and why these should be used
8. why accumulated products and materials should be moved
9. how to identify which products and materials need removing from the production line
10. the routes to take and why it is important to follow them
11. the hazards to yourself and others when moving and handling products and materials
12. what to do if you find that the products and/or materials or handling equipment are defective or damaged
13. why it is important to maintain the temperature of the materials and the temperature of the location the materials are being moved to
14. the rules and procedures for the different work areas that affect you when moving products and materials
15. the purpose of electronic recording and scanning systems for moving and handling materials
16. the limits of your own authority and why it is important to work within these limits
17. the importance of effective communication.

**Comment [EH1]:** Delete the 'and' or add 'handling' after it?

## **Unit 221      Move and handle products and materials in food and drink operations**

Supporting information

### **Evidence requirements**

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

Evidence of **moving and handling products and materials in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 222

# Move materials using mechanical transfer systems in food and drink operations

<b>SCQF Level:</b>	5
<b>Credit value:</b>	4
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about moving food and drink materials in the work area using approved procedures. It will cover the transfer of materials on conveyors, elevators and through pipework and associated equipment.</p> <p>This unit does not cover manual handling or the use of a fork lift truck or other vehicles.</p> <p>This unit is for you if you work in food and drink operations and your job requires you to use mechanical movements systems to transfer materials in the workplace.</p>

**Comment [EH2]:** Should this be movement, singular? Rest of the unit refers to mechanical TRANSFER systems though.

Performance objectives
The learner must be able to:
1. move materials using mechanical transfer systems in food and drink operations.
This means you:
1.1 establish transfer requirements according to specification
1.2 carry out routine checks and maintenance of equipment
1.3 identify and locate the correct materials
1.4 check that the material to be transferred is fit for transfer and not damaged
1.5 check and confirm transfer route
1.6 confirm that materials have arrived at the correct destination safely and without damage
1.7 account for any operational discrepancy and report as required
1.8 carry out checks and close down plant and equipment correctly
1.9 complete all records accurately and promptly
1.10 transfer identified materials, without damage, to the correct destination
1.11 follow company procedures to deal with materials which are not fit for use
1.12 follow the required health, safety and hygiene standards when preparing and carrying out transfer of materials.

**Comment [EH3]:** In Improve, this is all one statement. I think whoever split it was probably right but it might be worth checking as it could feasibly read all the way through, i.e. 'and promptly transfer...'

**Essential knowledge**

The learner will need to know and understand:

1. relevant health, safety and hygiene standards and instructions and why it is important to follow them
2. the routine maintenance requirements and why these are important
3. the frequency of maintenance requirements
4. how to establish transfer requirements correctly
5. how to deal with material which is not fit for transfer
6. how to identify the best transfer method to deliver the product to the specification
7. the importance of effective communication
8. how relevant storage and mechanical transfer systems work
9. the engineering problems that can occur with mechanical transfer systems
10. why it is important to shut down the plant and equipment correctly and what may happen if this is not done
11. why it is important to complete records accurately and promptly.

## **Unit 222      Move materials using mechanical transfer systems in food and drink operations**

Supporting information

### **Evidence requirements**

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

Evidence of **moving materials using mechanical transfer systems in food and drink operations** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 223

## Operate manual dispensers 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 skills needed for you to operate manual dispensers in food and drink manufacture and/or supply operations. Manual food and drink dispensers are used in the production of a range of dairy products including yoghurt, soft cheese and ice cream.

You will be able to prepare the work area, equipment and resources needed for the manual operation of a dispenser. You will also be able to follow organisational standard operating procedures, work within the limits of your responsibility and take action to address problems.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in operating a manual dispenser.

**Comment [EH4]:** These seem repetitive.

**Comment [EH5]:** One or the other.

<b>Performance objectives</b>
The learner must be able to: 1. prepare to operate a manual dispenser.
This means you: 1.1 wear and use the correct personal protective equipment 1.2 source organisational equipment standard operating procedures 1.3 source the specification detailing dispensing and packaging requirements 1.4 ensure that the necessary work area, equipment and resources are available and fit for use.

### Performance objectives

The learner must be able to:

2. operate a manual dispenser.

This means you:

- 2.1 select the correct tools, equipment and packaging requirements
- 2.2 dispense food or drink product into packaging, adhering to organisational standard operating procedures
- 2.3 work within the limits of your responsibility and take action to address problems
- 2.4 complete the necessary documentation accurately and process to organisational requirements
- 2.5 store dispensed product to organisational requirements.

**Comment [EH6]:** Are they selecting requirements, or selecting the tools, equipment and packaging themselves??

### Essential knowledge

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to operating manual dispensers in food manufacture
2. how to source organisational standard operating procedures
3. the importance of adhering to organisational standard operating procedures
4. the personal protective equipment required for operating manual dispensers in food manufacture and how to use and wear it
5. how to source the tools, equipment and resources needed to operate manual dispensers
6. how to dispense product into packaging, adhering to organisational standard operating procedures
7. how to work within the limits of your responsibility and take action to address problems
8. how to label and store dispensed product ready for further processing or packaging.

## **Unit 223      Operate manual dispensers 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 operate a manual dispenser** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **operating a manual dispenser** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 224

## Organise and monitor hand operations in dairy processing

<b>SCQF Level:</b>	5
<b>Credit value:</b>	7
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the skills needed to organise and monitor hand operations in dairy processing in food and drink manufacture and/or supply operations. Hand operations are used in the preparation of ingredients, processing and packaging of dairy products. Organising and monitoring hand operations in dairy processing are important to the maintenance of production schedules and the production of a final product that adheres to organisational quality and yield specifications.</p> <p>You will be able to organise and monitor resources needed to meet production requirements, maintain the flow of production, work within the limits of your responsibility, take action to address problems, and maintain organisational and regulatory quality and yield specifications.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in organising and monitoring hand operations in dairy processing.</p>

Performance objectives
The learner must be able to:
1. prepare to organise and monitor hand operations in dairy processing.
This means you:
1.1 adhere to regulatory and organisational specifications when organising and monitoring hand operations in dairy processing
1.2 ensure relevant people use and wear personal protective equipment when carrying out hand operations in dairy processing
1.3 ensure relevant people maintain hygiene requirements especially with respect to hand washing
1.4 organise sufficient ingredients, materials and services to meet production schedules
1.5 check sufficient people are available to maintain productivity
1.6 liaise with relevant people to ensure storage space is available for processed product.

**Comment [EH7]:** If they need to adhere WHEN they do it, it's not preparation...

**Performance objectives**

The learner must be able to:

2. organise and monitor hand operations in dairy processing.

This means you:

- 2.1 monitor hand operations ensuring organisational specifications and recipes are adhered to
- 2.2 monitor quality, yield and productivity of product at each stage of the process
- 2.3 ensure relevant in-line and product tests are carried out at correct frequency and that action is taken to address problems
  - o monitor ingredients, materials, resources and services to maintain productivity
- 2.4 work within the limits of your responsibility and take action to address problems
- 2.5 complete and process necessary documentation to organisational requirements.

**Essential knowledge**

The learner will need to know and understand:

1. the regulatory and organisational requirements relevant to organising and monitoring hand operations in dairy processing
2. how to use and interpret organisational standard operational procedures and product specifications
3. how to adhere to organisational systems and procedures for production scheduling
4. the importance of effective process scheduling and the potential impact of inadequate scheduling
5. team objectives and required competences
6. why it is important to monitor personal hygiene when hand operations are used in the production of a final food product
7. the importance of accurate information about current materials, ingredients and resource availability and how to access this information
8. the importance of staffing levels to the maintenance of productivity and product quality and yield requirements
9. the need to update and amend production schedules to meet changing organisational and customer requirements
10. organisational communication methods and styles
11. the importance of working within the limits of your responsibility and taking action promptly to address problems
12. how to ensure quality testing is carried out to organisational requirements and that action is taken to address problems
13. regulatory and organisational requirements for quality control, and traceability documentation and how to complete it
14. how to monitor and report production progress and non-compliances to the relevant people.

## Unit 224      Organise and monitor hand operations in dairy processing

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 organise and monitor hand operations in dairy processing** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **organising and monitoring hand operations in dairy processing** in your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 225

## Oven bake 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

**Aim:** This unit is about oven baking a range of dough based bakery products in a non-automated bakery production environment. Dough products typically include bread and roll doughs, plain and fruited bun doughs, Danish and croissant, sweet and savoury pastes, puff pastry, scones and biscuits.

**Comment [EH8]:** Hyphenate?

**Comment [EH9]:** Danish and croissant dough? Or Danish pastries and croissants?

You will be able to correctly prepare for baking which will include the checking of oven settings and the dressing and cutting of proved dough surfaces. You will oven bake dough 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.

**Comment [EH10]:** Have changed as this seems to generally be treated as one part of the unit.

Performance objectives
The learner must be able to: 1. prepare for baking dough.
This means you: 1.1 check and adjust oven settings according to your instructions and specifications 1.2 check the condition of dough products available for baking 1.3 correctly dress and cut dough surfaces according to specification 1.4 take prompt action to isolate substandard dough products 1.5 comply with health, safety, food safety and organisational requirements throughout baking preparation operations.

**Comment [EH11]:** Health and safety? Also below

Performance objectives
The learner must be able to: 2. bake dough.
This means you: 2.1 check the operating condition of the oven 2.2 correctly transfer dough products to the oven

- 2.3 correctly set the oven and position dough products, according to your instructions and specifications
- 2.4 check and monitor the baking of dough products and correctly operate steam injectors and dampers as required
- 2.5 reposition dough products within the oven as necessary and adjust oven settings to meet baking needs
- 2.6 correctly draw dough products from the oven when the product specification for baking has been met, and remove products from tins and trays
- 2.7 correctly position baked dough products for cooling, store tins and trays, and take prompt action to isolate substandard products
- 2.8 comply with health, safety, food safety and organisational requirements throughout baking operations
- 2.9 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 do 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.

Comment [EH12]: Delete? Just 'success'?

## **Unit 225      Oven bake 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 baking dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 226

## Oven bake flour confectionery

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

**Aim:** This unit is about oven baking a range of flour confectionery products in a non-automated bakery production environment. Flour confectionery products typically include cake and sponge based products, almond based confectionery and meringue.

You will be able to correctly prepare for baking, which will include the setting of oven temperatures. You will be able to oven bake 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.

Performance objectives
The learner must be able to: 1. prepare for baking flour confectionery.
This means you: 1.1 check and adjust oven settings according to your instructions and specifications 1.2 check the condition of products available for baking 1.3 position racks to minimise distance and avoid contamination of products when transferring trays 1.4 comply with health, safety, food safety, and organisational requirements throughout preparation operations.

**Comment [EH13]:** Health and safety? Also below.

Performance objectives
The learner must be able to: 2. bake flour confectionery.
This means you: 2.1 check the operating condition of the oven according to your instructions and specifications 2.2 correctly transfer products from racks to the oven stock 2.3 correctly set the oven and position products, according to production schedule needs 2.4 check and monitor the baking of products and correctly operate

- dampers as required
- 2.5 reposition products within the oven as necessary and adjust oven settings to meet baking needs
  - 2.6 correctly draw products from the oven when the product specification for baking is met, and remove products from tins and trays
  - 2.7 correctly position baked products for cooling, store tins and trays, and take prompt action to isolate substandard products
  - 2.8 comply with health, safety, food safety and organisational requirements throughout baking operations
  - 2.9 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 226      Oven bake 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 **preparing for baking flour confectionery** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 227

## Palletise and wrap products in a food environment

<b>SCQF Level:</b>	5
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the operations that are integral to the automatic or manual control of palletising and wrapping of products after bottling/packing. It covers checking prior to palletising; carrying out palletising; and wrapping and dealing with waste or scrap correctly.

This unit is for you if you work in food and drink operations and your job requires you to control palletising and wrapping of products in the workplace.

<b>Performance objectives</b>
The learner must be able to: 1. perform checks before carrying out palletising and wrapping.
This means you: 1.1 follow the required health and safety, hygiene, security and environmental standards and instructions 1.2 receive and confirm palletising and wrapping instructions 1.3 make sure that palletising and wrapping materials and products are available 1.4 make sure that equipment and services are available and fit for use 1.5 identify correctly the cases to be palletised and wrapped 1.6 check that equipment is in the correct operating condition and ready for use.

<b>Performance objectives</b>
The learner must be able to: 2. carry out palletising and wrapping.
This means you: 2.1 start equipment in the correct order and use it correctly 2.2 make sure that materials, cases and pallet builds remain within specification and take appropriate action to correct those which do not.

**Performance objectives**

The learner must be able to:

3. finish palletising and wrapping.

This means you:

- 3.1 follow the required health and safety, hygiene, security and environmental standards and instructions
- 3.2 achieve the required output to the correct specification
- 3.3 control palletising and wrapping materials to match the packing run and return surplus to the correct place
- 3.4 shut down equipment correctly
- 3.5 deal with waste or scrap correctly
- 3.6 make sure the equipment is made ready for the next production run
- 3.7 make packs and pallets ready for movement to the correct location
- 3.8 complete all records accurately and promptly
- 3.9 maintain effective communication as required.

**Performance objectives**

The learner must be able to:

4. ensure that the process works efficiently.

This means you:

- 4.1 monitor and replenish packing materials as required
- 4.2 maintain required output rates
- 4.3 ensure that services, materials and equipment are used economically
- 4.4 complete all records accurately and promptly
- 4.5 maintain effective communication as required.

**Essential knowledge**

The learner will need to know and understand:

1. relevant health, safety and hygiene standards and instructions and why it is important to follow them
2. relevant industry regulations (eg Customs and Excise) and why it is important to follow them
3. how to obtain information about pallet builds, materials, quality of product, material and coding
4. the correct condition of tools and equipment
5. the correct action to take if faults are discovered in cases, materials, equipment settings and equipment condition, and what may happen if this is not done
6. what services are required and the consequences of them being unavailable or out of specification
7. handling requirements for palletising and wrapping and how damage or deterioration can be avoided
8. what the correct action is when there are interruptions to supply of products, materials or services
9. the purpose of coding and labelling information
10. why it is necessary to prepare for the next production run and what

may happen if this is not done

11. why it is necessary to ensure that packed or wrapped products are ready for movement to the next location
12. the limits of your authority and what may happen if they are exceeded
13. why complete and accurate records are important
14. what should be communicated effectively and why is it important.

## Unit 227      Palletise and wrap products 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 **performing checks before carrying out palletising** in accordance with workplace procedures.

Evidence of **carrying out palletising and wrapping** in accordance with workplace procedures.

Evidence of **finishing palletising and wrapping** in accordance with workplace procedures.

Evidence of **ensuring that the process works efficiently** in accordance in workplace procedures.

## Unit 228

## Pick orders and store 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>	<p>This unit is about getting the specifications to pick orders, following the documentation correctly to pick food and drink products, and storing the products safely and securely ready for despatch or delivery, as directed in the workplace.</p> <p>You will work safely and hygienically and be able to identify potential hazards.</p>

**Comment [EH14]:** Making sentence less convoluted.

Performance objectives
The learner must be able to:
1. check specifications and documentation for picking and storing orders.
This means you:
1.1 collect the specifications and confirm that you have the correct picking documentation and that it includes all the necessary details
1.2 confirm the arrangements for picking of orders within scheduled time for despatch or delivery.

Performance objectives
The learner must be able to:
2. prepare to carry out order picking.
This means you:
2.1 identify the correct location, equipment and method for storing food and drink products
2.2 check that the product is in the correct place and carry out a visual inspection
2.3 check that there is enough space to receive the completed order
2.4 report any problems to the appropriate person.

Performance objectives
The learner must be able to:
3. pick and store orders correctly.
This means you:
3.1 check off items to ensure that the stored order matches specified picking documentation

- 3.2 position and use storage equipment correctly and check that moving items are immobilised
- 3.3 report to the appropriate person any difficulties or differences between the order and what was requested on the specifications.

#### **Performance objectives**

The learner must be able to:

4. work safely and hygienically.

This means you:

- 4.1 wear correct personal protective clothing and equipment for handling food and drink products
- 4.2 identify and report any defects or deficiencies with storage, product and orders, and report these to the relevant people
- 4.3 check that the work area is kept clean, tidy and free from hazards and obstructions
- 4.4 follow the health, safety and hygiene requirements consistently when carrying out order picking.

**Comment [EH15]:** Or health and safety?

#### **Essential knowledge**

The learner will need to know and understand:

1. the hygiene, health and safety requirements and why it is important to follow them
2. why it is important to avoid contamination and damage and what might happen if this is not done
3. why it is important to monitor the quality of the products (eg by date codes, damage to the boxes, correct labelling and temperature)
4. when wrapping of the products is appropriate and why the completed order has to be wrapped correctly
5. types of personal protective clothing and equipment and their appropriate use for products of high, medium or low risk
6. the reasons for different locations for picked orders and how to ensure that goods are ready for the next stage of despatch or delivery
7. the categories of products sold by the company you work for
8. how to pick orders against specified picking notes
9. the importance of picking orders correctly and within specified timescales
10. why it is important to report any problems, errors or mismatches to the appropriate person
11. types of storage equipment and their use
12. defects in storage equipment and why it is important to report them immediately
13. the possible consequences of leaving mobile equipment unsecured
14. why the relevant records must be completed accurately and on time when the order is completed
15. why staff must be trained before using dangerous machinery
16. why safety checks must be done before using machinery
17. why it is important to maintain machinery regularly.

## **Unit 228      Pick orders and store 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 **checking specifications and documentation for picking and storing orders** in accordance with workplace procedures.

Evidence of **preparing to carry out order picking** in accordance with workplace procedures.

Evidence of **picking and storing orders correctly** in accordance with workplace specifications and take effective action in response to two difficulties or discrepancies eg unavailability, malfunction, damage or contamination.

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

## Unit 229

## Pin, block and shape dough

<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 pinning out, cutting, blocking and shaping dough and pastry to form individual portions or bases in a non-automated bakery production environment. Doughs typically include scones and biscuits; individual portions of Danish, croissant, puff, short or savoury pastry; and bases for sweet or savoury short crust pies and tarts.</p> <p>You will be able to pin out dough to the required thicknesses, and cut and block accurately into individual portions or bases. You will be able to accurately cut and shape individual portions. Compliance with health and safety, food safety and organisational requirements is an essential feature of this unit.</p>

**Comment [EH16]:** Because it's usually addressed collectively.

Performance objectives
The learner must be able to: 1. pin out 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 locate and check the condition of pinning tools and equipment 1.3 pin out dough accurately and reliably to specification 1.4 work with practice which minimises waste, and correctly deal with scrap material 1.5 position and maintain pinned dough correctly for further processing 1.6 comply with health, safety, food safety and organisational requirements throughout pinning operations.

**Comment [EH17]:** Health and safety? Also below.

### **Performance objectives**

The learner must be able to:

2. block out, cut and shape dough.

This means you:

- 2.1 check available pinned dough against your instructions and specifications and take prompt action on discovering any discrepancy
- 2.2 locate and check the condition of blocking and cutting tools and equipment
- 2.3 block dough accurately and reliably to specification
- 2.4 cut and shape dough accurately and reliably to specification
- 2.5 work with practice which minimises waste, and correctly deal with scrap material
- 2.6 place dough bases/portions 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 what 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 do 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 229      Pin, block and shape 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 **pinning out dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **blocking, cutting and shaping dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 230

## Plan and co-ordinate food services

<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>	The unit is about planning and co-ordinating food and drink services in a retail environment. This may cover areas such as takeaway service, table and tray service delivery and bake-off operations.

You will be able to plan resources to meet planned and anticipated demand, and monitor food and drink service operations. You will supervise and support people to achieve objectives. You will be able to use quality records and manage risk effectively.

<b>Performance objectives</b>
The learner must be able to: 1. plan resources to meet anticipated demand.
This means you: 1.1 plan for sufficient resources and personnel to undertake all work activities required to meet anticipated demand 1.2 allocate relevant personnel with required abilities to work activities 1.3 confirm availability of resources required for planned and anticipated demand 1.4 include contingency plans, based on your review of possible difficulties which may be encountered 1.5 check that your plan is in line with all legal and standard operational requirements.

**Performance objectives**

The learner must be able to:

2. monitor food services.

This means you:

- 2.1 monitor consistently the progress against targets and standards
- 2.2 provide supervision and support to your team to resolve difficulties and ensure targets are met
- 2.3 report difficulties outside of your area of responsibility to relevant personnel promptly and accurately
- 2.4 take prompt corrective action where technical or material faults threaten the effectiveness and achievement of targets and standards
- 2.5 follow legal and standard operational requirements
- 2.6 manage risk effectively and ensure the workplace is hazard free.

**Essential knowledge**

The learner will need to know and understand:

1. key features of legal and standard operational requirements relating to food and drink services
2. how to plan resources to meet planned and anticipated demand
3. how to estimate and allow for contingencies
4. types of tools and equipment and how to use them safely
5. the development needs and abilities of relevant personnel
6. how to check on availability of materials
7. potential hazards and risks in the working environment
8. how to supervise and support people to achieve objectives
9. corrective actions within own area of responsibility
10. how to use and interpret quality records in food and drink services
11. how to develop and improve food and drink service operations.

## **Unit 230      Plan and co-ordinate food services**

### 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 **planning resources to meet anticipated demand** in accordance with workplace procedures.

Evidence of **monitoring food services** in accordance with workplace procedures.

## Unit 231

## Plan production schedules in food manufacture

<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 the skills needed for you to plan production schedules in food and drink manufacture and the associated supply chain. Ensuring organisational production requirements are met while maintaining compliance, quality and food safety is a key role in a production environment.</p> <p>You will be able to map available resources to organisational requirements for production. You will be able to ensure resources including materials, ingredients, utilities and staffing are available and organise the production line to meet supply chain, distribution and customer requirements.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in planning production schedules in food manufacture.</p>

**Comment [EH18]:** Either delete this or the bit in the second line.

<b>Performance objectives</b>
The learner must be able to: 1. manage work in your team.
This means you: 1.1 set clear and accurate work objectives for your team 1.2 give your team opportunities to take responsibility for their own work and assist with the planning process.

<b>Performance objectives</b>
The learner must be able to: 2. allocate resources to meet production plans.
This means you: 2.1 ensure you are clear about the requirements of the production plans and check any areas about which you are unclear with the relevant person 2.2 produce schedules that are consistent with production plans, management priorities and objectives and conform to regulatory and organisational requirements 2.3 produce schedules which make cost effective use of available resources within given constraints 2.4 seek advice from colleagues if your production schedules appear to conflict with regulatory requirements and/or organisational objectives 2.5 amend production schedules in line with regulatory or organisational objectives if required.

<b>Performance objectives</b>
The learner must be able to: 3. ensure availability of resources to meet production plans.
This means you: 3.1 keep colleagues informed of production schedules, and particularly any changes, to ensure they can plan work effectively 3.2 liaise with relevant colleagues to identify and forecast customer needs 3.3 carry out proactive production planning 3.4 organise bulk production to meet more than one customer's order 3.5 change order of production to minimise work at product changeover and minimise downtime 3.6 plan production schedule to minimise downtime, reduce costs, reduce waste, and increase efficiency and productivity 3.7 confirm that equipment required is available and in good working order in advance of production commencing 3.8 report all damage and faults promptly, with recommendations for corrective action 3.9 confirm that the correct type and volume of materials are available and in the correct location for production 3.10 confirm that the required number of staff with the appropriate skills and knowledge are available.

**Comment [EH19]:** I'm not sure if I've noticed use of z in all units.

**Comment [EH20]:** I may have hyphenated this in other units but one word seems fine.

<b>Performance objectives</b>
The learner must be able to: 4. maintain accurate and clear records.
This means you: 4.1 adhere to organisational requirements when maintaining records relating to planning production schedules accurately 4.2 inform relevant people immediately if lack of resources will impact adversely on production outputs.

### Essential knowledge

The learner will need to know and understand:

1. the regulatory and organisational requirements for the planning of production schedules in food manufacture
2. how to source information relating to product volume and specification requirements
3. what the organisational systems and procedures are for the planning of production schedules
4. why it is important to create production schedules that adhere to organisational objectives and production requirements, and how to do this
5. how to source information relating to the availability of materials and resources including staffing
6. why it is important to match availability of materials, resources and staffing to production plans and how to do this
7. how to update and amend schedules and adapt resource requirements to meet changing customer demands
8. the organisational methods of communication and how to use them
9. why it is important to inform relevant people of production schedules, materials, resource and storage and distribution requirements, and how to do this
10. the importance of liaising with colleagues and what would happen if you did not keep them informed
11. how to confirm tools and equipment are available for use and conform to organisational requirements with respect to food safety, health and safety, calibration and compliance
12. the importance of contingency planning and how to incorporate this into planning of production schedules
13. what the organisational procedures are for the checking of materials availability and why it is important to do this
14. how to ensure the available staff have the required skills and knowledge needed to comply with the production requirements
15. inform relevant people if materials, resources and staffing availability or quality will impact on production schedules, and why it is important to do this promptly.

**Comment [EH21]:** Unclear punctuation in this phrase. Does requirements apply to resource AND storage AND distribution?

## **Unit 231          Plan production schedules 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 **managing work in your team** in accordance with workplace procedures.

Evidence of **allocating resources to meet production plans** in accordance with workplace procedures.

Evidence of **ensuring availability of resources to meet production plans** in accordance with workplace procedures.

Evidence of **maintaining accurate and clear records** in accordance with workplace procedures.

## Unit 232

# Plan the route and timings for the collection and delivery of loads

**Comment [EH22]:** The Improve unit also says (Skills for Logistics – DGV2)

<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 planning a route for a goods vehicle in light of information about the delivery requirements and schedule. It includes the identification of factors relating to the vehicle and the load that will influence route choice, such as weight and height restrictions. It includes the need to comply with legal requirements for breaks during driving duties and to identify suitable places for such breaks.</p> <p>This unit is relevant to drivers of goods vehicles, those who plan delivery schedules for goods vehicles and those who are responsible for goods vehicles within logistics organisations.</p>

### Performance objectives

The learner must be able to:

1. plan the route and timings for the delivery and collection of loads.

This means you:

- 1.1 collect all relevant information on the destination, route, schedule, driving distances and times
- 1.2 consider any effect the vehicle and load might have on the selection of the route
- 1.3 use relevant route planning resources to reach the destination
- 1.4 identify the main and minor roads for reaching the destination
- 1.5 identify any potential problems with using the selected routes
- 1.6 plan alternative routes to avoid problems where necessary
- 1.7 estimate the driving distances and time required to achieve the route and schedule
- 1.8 identify any load requirements that have an impact on the driving stages
- 1.9 identify stops that have the appropriate facilities required for yourself, the vehicle and load
- 1.10 comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the collection and

delivery of loads.

### Essential knowledge

The learner will need to know and understand:

1. how to use route planning resources and know their limitations
2. what implications the vehicle or load might have on the selection of a route
3. what restrictions the load might have on the route
4. what the vehicle dimensions and weight are, and the impact they have on planning routes
5. the requirements to plan alternative routes
6. how to identify road restrictions which may affect the selected route
7. how to plan routes
8. how to obtain relevant information on the factors that affect journey time
9. what facilities are required when identifying stops
10. how to estimate driving distances
11. how to select the most effective way to use the available driving time
12. the organisation's procedures and all relevant legal, safety and operating requirements relating to the collection and delivery of loads.

**Comment [EH23]:** Technically this means 'what restrictions there may be upon the load during the journey' – is that what is intended?

**Comment [EH24]:** Don't these overlap?

## **Unit 232      Plan the route and timings for the collection and delivery of loads**

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 **planning the route and timings for the delivery and collection of loads** in accordance with workplace procedures.

## Unit 233

## Prepare and mix dough

<b>SCQF Level:</b>	5
<b>Credit value:</b>	5
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about preparing for mixing and mixing a range of fermented and non-fermented dough in a non-automated bakery production environment. Fermented dough typically include bread and roll dough, plain and fruited bun dough, and base dough for Danish and croissant. Non-fermented dough typically include sweet and savoury pasties, puff pastry, scones and biscuits.</p>

**Comment [EH25]:** I think dough gets used as a plural – I thought it was doughs. The Improve units seem inconsistent.

**Comment [EH26]:** Pasties or pastries?

You will be able to show that you can check and adjust the condition of ingredients required by a product specification or recipe, and prepare for mixing. You will be able to mix ingredients correctly using different types of mixer, adjust mixtures to meet final specifications and store dough ready for 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. prepare work area for mixing dough.
This means you: 1.1 obtain the correct instructions and specifications for mixing needs 1.2 check that weighed and measured ingredients are in the correct condition for use and make adjustments where this is necessary 1.3 isolate and report any substandard ingredients and obtain authority to source replacement supplies where this is necessary 1.4 check and report the safe availability of the mixing area and mixing equipment 1.5 comply with health, safety and food safety requirements.

**Comment [EH27]:** Health and safety? Also below.

<b>Performance objectives</b>
The learner must be able to: 2. mix dough ingredients.

This means you:

- 2.1 select the correct mixing equipment to meet mixing needs
- 2.2 mix ingredients according to instructions and specifications
- 2.3 check the quality of dough against specification and report any inconsistency to the relevant personnel
- 2.4 use additional ingredients and, having sought advice, adjust the consistency of dough to specification where this is permitted
- 2.5 place dough in the correct condition and location, and label where required, ready for further processing
- 2.6 comply with health, safety and food safety requirements
- 2.7 operate within the limits of your own authority and capabilities.

### Essential knowledge

The learner will need to know and understand:

1. the purpose of the dough mixing process for dough
2. the importance of mixing to the required specifications for the mixing equipment, recipe, ingredients, and process control
3. the importance of loading ingredients at the correct temperatures, in the correct weights/volumes and in the correct order
4. what problems result from overloading the mixer, using an inappropriate mixer or selecting the incorrect mixer attachments
5. the blending of ingredients that occurs during dough mixing that assists in developing a smooth, homogenous mass and contributes to developing dough structure
6. the development of dough structure and gluten formation for long process dough processing methods, ie bulk fermentation -process (BFP), sponge and dough process
7. the development of dough structure and gluten formation for short process dough processing methods, ie mechanical dough development in the Chorleywood Bread Process (CBP), activated dough development (ADD), no-time dough process
8. the function of key ingredients in dough making (flour improvers, oxidants, emulsifiers, salt) and their role in developing dough structure and quality
9. how to recognise a dough which does not conform to specification
10. what corrective actions are appropriate to dealing with dough which does not conform to specification.

**Comment [EH28]:** Delete?

**Comment [EH29]:** I think my changes are correct.

**Comment [EH30]:** Improve have misused semi-colons when they mean to use a colon I think, except colons shouldn't really be used in this list without bullets. I've tried to improve it. I haven't used 'and' at the end of lists. Perhaps bullets would be better.

## **Unit 233      Prepare and mix 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 **preparing a work area for mixing dough** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 234

## Prepare and mix flour confectionery

<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>	<p>This unit is about preparing for mixing and mixing a range of flour confectionery mixtures in a non-automated bakery production environment. Flour confectionery mixtures typically include cake, sponge, almond-based confectionery, meringue, and a variety of sweet fillings and toppings.</p> <p>You will be able to check and adjust the condition of ingredients required by a product specification or recipe and prepare for mixing. You will be able to mix ingredients correctly using different types of mixing equipment, adjust mixtures to meet final specifications and store mixtures ready for processing. Compliance with health and safety, food safety and organisational requirements is an essential feature of this unit.</p>

Performance objectives
The learner must be able to: 1. prepare work area for mixing flour confectionery.
This means you: 1.1 obtain the correct instructions and specifications for mixing needs 1.2 check that weighed and measured ingredients are in the correct condition for use and make adjustments where this is necessary 1.3 isolate and report any substandard ingredients, and obtain authority to source replacement supplies where this is necessary 1.4 check and report the safe availability of the mixing area and mixing equipment 1.5 comply with health, safety, food safety and organisational requirements.

**Comment [EH31]:** Health and safety? Also below.

### **Performance objectives**

The learner must be able to:

2. mix flour confectionery ingredients.

This means you:

- 2.1 select the correct mixing equipment to meet mixing needs
- 2.2 mix ingredients according to instructions and specifications
- 2.3 check the quality of mixtures against specification and report any inconsistency to the relevant personnel
- 2.4 place mixtures in the correct condition and location, and label where required, ready for further processing
- 2.5 comply with health, safety, food safety and organisational requirements
- 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 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 234      Prepare and mix 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 **preparing work area for mixing flour confectionery** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

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

## Unit 235      Prepare and monitor feed and water supplies to livestock in food manufacture

<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 preparing, monitoring and controlling the supply of feed and water to livestock.

This unit is for you if you work in meat and/or poultry processing operations 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. prepare feed and water supplies for livestock.
This means you:
1.1 follow instructions to select the right type, quantity and quality of feed
1.2 prepare feed correctly and keep 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 make sure that feed and water equipment is safe and ready for use
1.5 use safe working methods and practices that are in line with relevant legislation and industry codes of practice
1.6 record relevant information accurately.

<b>Performance objectives</b>
The learner must be able to:
2. monitor and maintain supply of feed and water to livestock.
This means you:
2.1 supply feed to the livestock using 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 resolve any problems within the limits of your authority
2.5 clean and maintain equipment in a condition fit for use.

### **Essential knowledge**

The learner will need to know and understand:

1. what type, quantity and quality of feed and drinking water is required for relevant categories of livestock
2. how to obtain feed and maintain adequate stocks
3. reasons for checking the condition of feed and water
4. how to provide feed and water to livestock
5. why it is important to ensure that all livestock have access to feed and water
6. normal feeding and drinking behaviour of livestock and possible reasons for changes in their behaviour
7. procedures for reporting problems
8. types of problems which may occur during feeding and watering
9. what you are responsible for in relation to feeding and watering the livestock
10. why it is important to monitor the livestock's response to handling and report any signs of negative responses to the relevant person
11. how to clean and keep feeding and watering equipment in a fit condition
12. how to store and use equipment correctly
13. how to remove organic and inorganic waste
14. your responsibilities under health and safety regulations and legislation
15. why it is important to record information and keep records accurately.

## **Unit 235      Prepare and monitor feed and water supplies to 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 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.

## Unit 236

## Prepare starter cultures in dairy processing

<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 the skills needed for you to prepare starter cultures in dairy processing in food and drink manufacture and/or supply operations. Starter cultures are integral to the production of a wide range of fermented dairy products including cheese, yoghurt and crème fraiche.

You will be able to prepare the equipment, ingredients and resources needed for a dairy starter culture. You will also be able to work within the limits of your responsibility and take action to address problems.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in preparing starter cultures in dairy processing.

Performance objectives
The learner must be able to:
1. prepare to make up starter culture.
This means you:
1.1 wear and use the correct personal protective equipment
1.2 source organisational product recipe and starter culture specification
1.3 ensure that all work area, equipment and resources are available and fit for use
1.4 ensure ingredients are available and conform to specification.

**Comment [EH32]:** This sounds odd. In the evidence requirements, Improve pluralise 'culture' – 'cultures' sounds better. Same in 2.

**Performance objectives**

The learner must be able to:

2. prepare starter culture.

This means you:

- 2.1 measure and/or weigh ingredients accurately, adhering to starter culture specification
- 2.2 make up starter culture, adhering to starter culture specification
- 2.3 work within the limits of your responsibility and take action to address problems
- 2.4 complete the necessary documentation accurately and process to organisational requirements
- 2.5 inform relevant people when starter culture is available for dosing.

**Essential knowledge**

The learner will need to know and understand:

1. the regulatory and organisational requirements relating to the production of starter cultures
2. how to source the tools, equipment and ingredients needed to prepare starter cultures
3. why it is important to ensure the work area, tools and equipment are hygienically clean and how to do this
4. the personal protective equipment needed for preparing starter cultures and why it is important to use and wear it
5. how to access organisational specifications and equipment standard operating procedures relating to preparation of starter cultures
6. the importance of adhering to organisational starter culture specifications and standard operating procedures and how to do this
7. why it is important to avoid contamination of the prepared starter culture and how to ensure contamination does not occur
8. how to work within the limits of your responsibility and take action to address problems
9. why it is important to complete organisational documentation and how to do so.

## **Unit 236      Prepare starter cultures in dairy processing**

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

Evidence of **preparing starter cultures** in your role in accordance with workplace procedures and within the limits of your own responsibilities.

## Unit 237

# Prepare, move and re-locate livestock in food manufacture

**Comment [EH33]:** Can we remove the hyphen from the title of the unit (and then the unit itself)? Relocating is a legitimate word in itself so this looks odd.

<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 preparing, moving and re-locating livestock. It covers checking livestock destinations and routes, reporting livestock which show any signs of injury and stress, monitoring livestock, 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 move and re-locate livestock.

Performance objectives
The learner must be able to: 1. prepare to move livestock.
This means you: 1.1 identify and locate livestock which are to be re-located, in line with instructions received 1.2 check livestock destinations and routes before livestock are moved and take remedial action to correct problems 1.3 report livestock showing any signs of injury, stress, abnormal physical condition or behaviour to the relevant person 1.4 identify how you would deal with any problems which may arise before approaching livestock 1.5 identify livestock needing isolation to the relevant person.

Performance objectives
The learner must be able to: 2. move livestock.
This means you: 2.1 approach livestock in a calm, confident manner and move them at a suitable pace from the holding area without causing injury and minimal stress 2.2 monitor the livestock's behaviour and control their movement to ensure the livestock reach their destination safely 2.3 ask for help immediately when there are difficulties in moving the livestock

**Comment [EH34]:** This technically means 'without causing minimal stress' i.e. maybe causing more stress. I can't see how to reword it without risking changing meaning.

Maybe 'avoiding injury and minimising stress'

- 2.4 restrain livestock safely and correctly in line with instructions
- 2.5 re-locate livestock safely to the correct destination at the end of the procedure.

### **Performance objectives**

The learner must be able to:

3. work safely and hygienically.

This means you:

- 3.1 use personal protective equipment in line with health, safety and hygiene requirements
- 3.2 follow safe, hygienic working practices when moving and re-locating livestock.

### **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 maintain livestock holding areas
3. why it is important to inspect livestock holding areas
4. how to identify livestock that need to be separated and reasons why livestock may need to be isolated
5. how to isolate livestock safely
6. procedures for restraining livestock
7. types of hazards that you may face when restraining livestock
8. why it is important to know your physical limitations and experience in dealing with specific livestock
9. why it is important to ask for assistance when this becomes necessary
10. how to identify the correct holding areas for different livestock
11. how to make sure livestock are moved correctly to the right destination
12. how to identify different types of livestock
13. what is normal and abnormal behaviour in both female and male livestock
14. how to approach livestock and why it is important to do so calmly and quietly
15. why it is important to check the welfare of livestock
16. why livestock are held in different holding areas and have different destination routes
17. why it is important to check livestock holding areas, destinations and routes before moving livestock
18. why it is important to use suitable personal protective equipment
19. how to re-locate livestock
20. how to avoid stress and injury to livestock when moving them
21. procedures for moving livestock between different locations on site
22. how to plan the route and destination of livestock
23. how to secure holding areas
24. why livestock need to be monitored after being moved
25. how to recognise signs of injured or stressed livestock, and abnormal conditions and behaviour in livestock

26. when livestock should be moved and the pace of that movement
27. how to keep records of incidents relating to animal welfare and why that is important
28. your responsibilities under health and safety regulations and legislation
29. your responsibilities under animal health and welfare regulations and legislation.

## **Unit 237            Prepare, move and re-locate 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 to move livestock** as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.

Evidence of **moving livestock** 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 238

## Principles of a specialist cheese sales service

<b>SCQF Level:</b>	6
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of providing a specialist cheese service in a retail shop. It covers the specialist knowledge required to maintain cheese products as well as advise customers on cheese purchases.</p> <p>This unit is for you if you work in a specialist cheese shop or at a cheese counter.</p>

### Essential knowledge

The learner will need to know and understand:

1. the key stages of cheese making
2. the origins of the cheese products you sell
3. how the types of milk used in cheese making impact on taste and texture
4. the typical shelf life of cheeses and how it can be maximised
5. how temperature and humidity affect cheese
6. the types of wrappings used and how they impact on cheese
7. which cheeses may trigger certain food allergies or intolerances
8. which cheeses are most suitable for cooking and why
9. the key categories of strength and consistency and which cheeses they are associated with
10. which flavours and accompaniments complement different cheeses.

## Unit 239

## Principles of a specialist cooked meat service

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the principles of a specialist cooked meat sales service in food and drink manufacture and/or supply operations. Cooked meat is commonly found in butchery and delicatessen retail outlets.

You will know and understand the principles underpinning a specialist cooked meat sales service. This includes the different cooked meat available, how to present and store cooked meat and how to advise customers on their purchases.

This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of a specialist cooked meat sales service.

### **Essential knowledge**

The learner will need to know and understand:

1. the specific cooked cuts, joints and further processed meat or poultry products available to the customer
2. the importance of Trading Standards and Environmental Health requirements to meat or poultry sales counters and outlets
3. the origin of the cooked meat or poultry
4. how the meat products you sell have been cooked
5. why different cooking methods are used for different cuts, joints and further processed meat and poultry
6. the most suitable cooking methods for specific cuts of meat or poultry
7. the main categories of cooked meat or poultry products and the differences between them
8. the methods used to enhance the flavour of cooked meat
9. flavourings, colours and other food additives used in the production of cooked meat or poultry
10. the methods used to store and preserve cooked meat products
11. the shelf life of cooked meat products and how to maximise it
12. the potential food safety hazards associated with cooked meat products
13. how cross contamination of cooked meat products can be minimised.

## Unit 241

## Principles of added value meat or poultry products

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the principles of adding value to meat or poultry products in food and drink manufacture and/or supply operations. Adding value to meat or poultry products is important in meeting customer requirements and maximising revenue from meat and poultry sales. Adding value includes rolling, forming, stringing, using sticks and skewers, and adding flavour to meat or poultry products.

You will know and understand the principles underpinning adding value to meat or poultry products, including its importance to meeting customer needs and developing business sales.

This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of adding value to meat or poultry products to support your role.

### Essential knowledge

The learner will need to know and understand:

1. why it is important to add value to meat and poultry
2. the different ways in which value can be added to meat or poultry
3. which cuts of meat or poultry can be used in added value recipes
4. how primal cuts of meat or poultry can be used in added value manufacture
5. the difference between retail and wholesale cost of meat or poultry
6. why it is important to know the retail and wholesale cost of different cuts of meat or poultry, ingredients and packaging, and how to access these values
7. how to estimate yield and income from carcass meat or poultry
8. how to calculate the wholesale and retail cost of meat or poultry added value products
9. the importance of meat or poultry presentation to business sales
10. the factors influencing the market for added value meat or poultry products
11. how innovative added value products can increase business sales
12. how customers can be involved in the continuing development of added value products and the importance of customer feedback
13. the benefits of using meat or poultry trim and off cuts in the production of meat or poultry added value products
14. why it is important to periodically review the cost of ingredients and packaging
15. why it is important to periodically review the retail cost of added value products
16. the different packaging options for meat or poultry that could be used to add value
17. how to determine the shelf life of an added value product
18. how adding value can affect the shelf life and meat content of a meat or poultry added value product
19. the different cooking options for meat or poultry added value products.

**Comment [EH35]:** Not sure how it's done in the industry but I'd hyphenate this.

## Unit 242

## Principles of baking bakery products

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about understanding how products are baked in an oven and on hot plates in a non-automated or automated bakery production environment.

You will understand the importance of correctly preparing products, ovens and hot plates for baking and the need to maintain product quality as defined in a product specification. You will know how heat is transferred to products and the changes which take place within products during baking.

### Essential knowledge

The learner will need to know and understand:

1. the purpose and application of releasing agents during baking
2. types and function of tin release materials used during baking
3. types, purpose and function of tray lining materials used during baking
4. the main types of bakery ovens in current use and their advantages in typical situations or with particular product ranges
5. how the main oven types are insulated and fuelled
6. the methods by which heat is transferred to products during oven baking
7. the importance of oven conditions and their control in monitoring the progress of oven baking, ie ; temperature, humidity, supply of top and bottom heat, damper control
8. the physical changes that take place within bakery products during the baking process, including the importance of steam generation within products
9. the chemical changes within bakery products which produce crust, flavour and colour
10. the meaning and importance of oven spring to the final quality of the product
11. the methods by which heat is transferred to products during hot plate baking
12. why it is important to maintain the clean condition of the hot plate surface and replenish releasing agents
13. the aim and methods of effective cooling of products to maintain optimum condition of the product.

**Comment [EH36]:** Surely purpose and function should be plural as they refer to various types of materials

**Comment [EH37]:** They've misused semi-colon and unless you want a bulleted list, it may not look great to use a colon within this list. I've used ie instead.

## Unit 243

## Principles of butchery

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of butchery in food and drink manufacture and/or supply operations. An underpinning knowledge of butchery is important in providing a broader understanding of the meat and poultry industry, including wild game and more detailed knowledge of factors influencing the practices commonly carried out in the industry.</p> <p>You will know and understand the principles underpinning meat and poultry butchery including regulatory requirements, classification, food safety requirements, maturation and shelf life.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of butchery.</p>

## Essential knowledge

The learner will need to know and understand:

1. how good butchery practices affect the value of meat and poultry cuts and products
2. why Meat Hygiene Inspectors are employed in meat processing plants and the work they carry out
3. the common meat or poultry classification/grading systems used in the UK and EU
4. the factors determining the classification/grade of meat or poultry carcasses
5. why specific post-slaughter carcasses temperature must be achieved before butchery can be carried out
6. the importance of traceability, animal passports and trained hunter tags to carcasses butchery
7. how the method of slaughter of wild game affects how it can be butchered
8. cold shortening, what causes it and its effect on carcass muscle and eating quality
9. the optimum carcass chilling rate and its effect on carcass weight loss, yield and economic value
10. the regulatory standards relating to the removal of **specified risk material and animal by-products**
11. how national, regional, organisational, customer requirements and personal preference can affect the way meat and poultry are butchered
12. the significance of continental butchery and how it differs from traditional butchery methods
13. the cutting specifications for meat or poultry and how to access them
14. how **age of the meat or poultry species and the age, sex,** conformation and fat content of the meat or poultry affects flavour, tenderness and colour of meat and poultry
15. the meat purchasing guide
16. how to access the wholesale and retail cost of the specific cuts of meat and poultry.

**Comment [EH38]:** In Improve, both phrases are capitalised, but I think it looks better after someone made them lower case.

**Comment [EH39]:** What's the difference between the age of the species and age of the meat?

## Unit 244

## Principles of butter and mixed fat spreads

<b>SCQF Level:</b>	6
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about the principles of butter and mixed fat spreads in food and drink manufacture and/or supply operations. The principles of butter and mixed fat spreads are important in providing an underpinning knowledge to the ingredients and processes specific to the production of butter, spreadable butter, low fat spread, mixed fat spread or similar.

You will know and understand the underpinning knowledge relating to the production of butter and mixed fat spreads.

This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of butter and mixed fat spreads.

Comment [EH40]: Of?

### Essential knowledge

The learner will need to know and understand:

1. the functions and purposes of ingredients used in butter and spreadable butter production
2. the advantages and disadvantages of the different methods of production of spreadable butter
3. the functions and purposes of fats and ingredients used in the production of mixed fat spreads
4. how salt affects flavour and shelf life of butter and dairy spreads
5. how ingredient composition, seasonality and temperature affect butter production
6. the functions and purposes of emulsifiers and stabilisers used in mixed fat spread production
7. how recipe, ingredients and processing differ in the production of non-dairy low fat, spreadable and mixed fat spreads
8. the advantages and disadvantages of equipment and processes used in mixed fat spread production
9. the key features, advantages and disadvantages of a Scraped Surface Plant and a Blending Plant used in the production of mixed fat spreads
10. common faults found in butter and mixed fat spread, how they occur and how they can be addressed.

**Comment [EH41]:** In 1, 3 and 6, I have pluralised functions and purposes as they refer to multiple things.



## Unit 245

## Principles of cheese making

<b>SCQF Level:</b>	6
<b>Credit value:</b>	3
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of cheese making in food and drink manufacture and/or supply operations. The principles of cheese making are important in providing an underpinning knowledge to the methods by which milk is converted to soft or hard cheese.</p> <p>You will know and understand the underpinning knowledge relating to the making of cheese. You will also know and understand the importance of recipe and ingredient handling or processing to the production of cheese.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of cheese making.</p>

## Essential knowledge

The learner will need to know and understand:

1. the key stages in the production of cheese
2. the functions of the key ingredients needed to make cheese
3. how changes in a cheese recipe, including amounts of ingredients, time/temperature combinations and handling or processing, can affect the type of cheese produced
4. what the function of starter cultures are used in the production of cheese
5. why and how the type of starter culture used can affect the ingredients and processing requirements during cheese making
6. how the variety of starter culture used can affect the final cheese product
7. the specific types of starter used to make different types of cheese such as hard cheese, soft cheese and Swiss cheese
8. the recipe changes and additions required to produce mould ripened cheese
9. the function of rennet in cheese making
10. the sources, advantages and disadvantages of animal and vegetarian rennet
11. how environmental conditions in the cheese vat including time/temperature combinations and pH affect the cheese making process and the final cheese product
12. at what stages are pH and titratable acidity measurements carried out and why are they so important to the production of cheese
13. the significance of 'slow vats' to cheese making and how they are dealt
14. why the mechanical techniques of stirring, cutting, scalding, pitching and milling are carried out in cheese making and their effect on the final cheese product
15. the importance of salt addition to cheese taste, preservation and water loss
16. how different time/pressure cheese pressing combinations affect the final product
17. the importance of maturation and ripening to the aroma, flavour and texture of the final cheese product
18. common faults occurring in cheese and how they occur.

**Comment [EH42]:** This doesn't really make sense but I'm not sure what it's getting at.

**Comment [EH43]:** Is this correct or should it be 'dealt with'?

## Unit 246

## Principles of classification of meat or poultry carcasses

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of classification of meat or poultry in food and drink manufacture and/or supply operations. Classification of meat or poultry, also known as grading in some areas of the sector, is integral to the production of a quality product that adheres to organisational requirements. It is also essential to determining the commercial value of meat or poultry.</p>

You will understand the principles underpinning the classification of meat and poultry carcasses. You will also understand the different classification systems, how they are implemented and their importance to meat or poultry quality and economic value.

This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of meat or poultry carcass classification.

### **Essential knowledge**

The learner will need to know and understand:

1. the purpose and role of meat hygiene inspectors in licensed primal meat or poultry processing facilities
2. the factors determining the levels within each classification system
3. the importance of adhering to the classification systems
4. why it is important to clearly and securely label the carcass after classification
5. how carcass conformation affects classification
6. how carcass fat levels affect classification
7. how sex and age affect classification
8. how to determine the lean meat percentage of a pig carcass
9. the importance of backfat thickness for pig carcass classification
10. why carcass weight is important to classification
11. the difference between hot and cold carcass weight
12. the importance of identification using slap marks and ear tags
13. why the dressing of the meat or poultry is important to classification
14. the relevance of class A and B to poultry meat classification
15. how conformation and appearance affect poultry meat classification
16. the minimum standard to be achieved by grade A and B poultry
17. the factors contributing to a whole bird being classified as ungraded
18. the different styles of carcass dressing possible for meat or poultry.

## Unit 247

## Principles of communication in a food business

<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 the principles of communication in a food business. Communication of strategy, policy and day to day operational plans is important for ensuring colleagues understand their role in the objectives of the business and are motivated to carry them out.</p> <p>Communication is essential in developing the culture and sense of purpose of a food business. It is a fundamental in developing trust with and between colleagues. Communication is particularly important during periods of growth, uncertainty and change.</p> <p>You will know and understand the different methods of communication and how they can be applied to situations across a food business. You will also know and understand the importance of a strategic communication policy and its effect on the success of the organisation.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in communication in a food business.</p>

**Comment [EH44]:** You don't really have a role in an objective; you have a role in meeting it, but then not sure how to amend 'carry them out'.

**Comment [EH45]:** Either delete this or 'if you work in food and drink...'

### **Essential knowledge**

The learner will need to know and understand:

1. why it is important to have a strategic approach to internal and external communication
2. how to ensure a communication strategy is embedded in all policies, plans, procedures and methods of communication and why it is important to do so
3. the importance of communication for managing people and developing trust, openness and a sense of shared purpose in an organisation
4. the importance of two-way communication and the organisational procedures available to ensure this is carried out and acted upon where necessary
5. how communication can be used to influence organisational culture and organisational development plans
6. why it is sometimes appropriate to segment the audience, tailoring the method of communication to the audience, and how to do this
7. the different methods and media available to facilitate communication in a food business, and their advantages and disadvantages
8. how innovative technology can be used to aid communication and its advantages and disadvantages
9. the appropriateness of different methods, frequencies and tone of communication to different situations, and how to apply them
10. why non-verbal communication must be recognised as an informal method of communication and its relative importance in influencing actions, behaviour and culture in a food business.

## Unit 248

## Principles of curing meat

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	<p>This unit is about the principles of curing meat and poultry in food and drink manufacture and/or supply operations. The curing of meat or poultry is important for the production of added value products and extending the shelf life of meat.</p> <p>You will know and understand the principles underpinning the curing of meat or poultry. These include regulatory requirements, the major systems typically used to cure meat or poultry, and the factors affecting the final product flavour and quality and shelf life.</p> <p>This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of meat curing to support your role.</p>

### **Essential knowledge**

The learner will need to know and understand:

1. why meat products are cured
2. the common types and cuts of meat commonly cured
3. the different production processes available to cure meat or poultry
4. the effect of curing on final product shelf life
5. the key differences between dry and wet curing including the advantages and disadvantages of each process
6. why it is important to apply dry cures mainly to the muscle area of the meat product
7. how to measure brine strength and temperature using a variety of different methods
8. the major features of large scale curing equipment including the use of massaging and tumbling systems
9. the key features of smoking as a curing process
10. why different time/temperature combinations are used in the smoking process
11. how meat can be air dried to produce a cured product
12. the cuts of meat most suitable for wet curing, dry curing, smoking, air drying, tumbling and massaging
13. regional and national differences in the production of cured meat products, including examples of typical products
14. how raw material quality and temperature can impact on the curing process and how this may be monitored
15. how the thickness/size of the meat joint impacts on curing times
16. how to establish what appropriate curing times are
17. how to assess the suitability of curing ingredients for use in curing
18. common product quality problems associated with each of the curing processes
19. how the different curing processes affect the flavour of the meat product
20. why it is important to store cured meat separately from other meat including during the curing process
21. how the curing processes affect yield and economic value of the meat product
22. the process of osmosis and its impact on flesh during the curing process.

## Unit 249

## Principles of dairy products in bakery

<b>SCQF Level:</b>	6
<b>Credit value:</b>	6
<b>Endorsement by a SSC:</b>	This unit is endorsed by Improve, the Food & Drink Skills Council
<b>Aim:</b>	This unit is about understanding milk and its pasteurisation and processing to produce milk-based products. Milk-based products typically include, cream, evaporated milk, condensed milk, milk powders, butter, cheese and yoghurt.

You will understand the chemical composition of milk and its products. You will know the functions of milk and milk-based products in baking. You will also know how dairy-based emulsifiers work.

This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of dairy products to support your role.

### Essential knowledge

The learner will need to know and understand:

1. the composition of milk and its properties relating to protein, fat and sugar content
2. the constitution of milk as a solution, a colloidal dispersion and an emulsion
3. how and why pasteurisation of milk is carried out, and its effect on pathogenic bacteria counts
4. the importance of the phosphatase test for pasteurisation adequacy
5. how sterilised milk is produced
6. the functional properties of milk in baking
7. how cream is separated from milk, and the %fat values of single, whipping and double cream
8. the functional properties of cream in baking
9. how evaporated milk is produced and its composition
10. how condensed milk is produced and its composition
11. how milk solids are produced and its composition
12. the functional properties of milk powders in baking
13. the churning process producing butter and its composition
14. the functional properties of butter in baking, the rancidity process in butter and how rancidity can be delayed
15. how cheese is produced and its average composition
16. the functional properties of cheese in baking
17. how yoghurt is produced and its average composition
18. the functional properties of yoghurt in baking
19. natural dairy-based emulsifiers and their chemical composition and function.

**Comment [EH46]:** Their?

**Comment [EH47]:** This currently means 'the churning process producing butter and also producing the composition of butter' – is that intended?

## Unit 250

## Principles of dairy science

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

**Aim:** This unit is about the principles of dairy science in food and drink manufacture and/or supply operations. The principles of dairy science are important in providing an underpinning knowledge to the specific processes carried out in the dairy industry to produce milk, cream, butter, cheese, yoghurt and other dairy products.

You will know and understand the principles of dairy science underpinning the production of dairy products.

This unit is for you if you work in food and drink manufacture and/or supply operations and need a broad understanding of the principles of dairy science.

### Essential knowledge

The learner will need to know and understand:

1. the structure and biochemistry of milk
2. the approximate percentages of protein, fat and lactose in cow, goat and sheep's milk
3. the basic chemical structure of milk protein, fat, and lactose
4. the factors affecting the percentages of protein, fat and lactose in milk
5. the nutritional value of milk and dairy products
6. the effect of fat content on the flavour, texture, physical properties, further processing and yield of dairy products
7. the effect of protein content on the flavour, texture, physical properties, further processing and yield of dairy products
8. the effect of lactose content on the flavour, texture, physical properties, further processing and yield of dairy products
9. how temperature and pH can affect the physical properties of milk and dairy products
10. the importance of milk protein, fat and milk solids' non-fat content to the regulations relating to the production of milk, butter, cream, ice cream and cheese products.

**Comment [EH48]:** This phrase is a bit confusing. How about 'the importance of the non-fat content of milk protein, fat...'

Or does the non-fat content only apply to the milk solids?