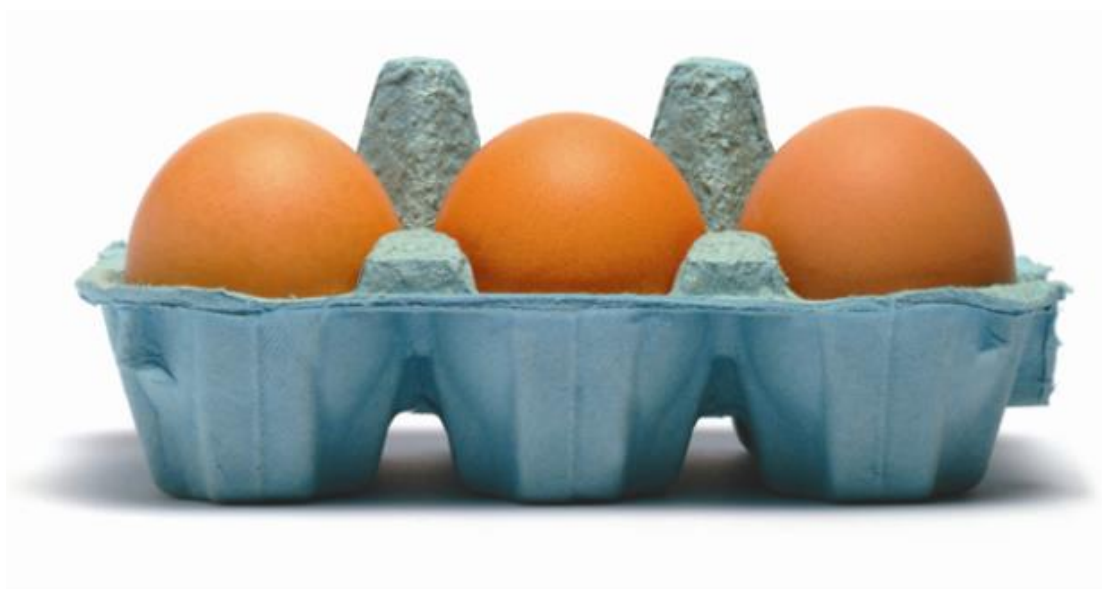


City & Guilds Level 2 Award, Certificate and Diploma for Proficiency in Baking Industry Skills (1285)

Qualification handbook for centres



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City & Guilds City & Guilds Level 2 Award, Certificate and Diploma for Proficiency in Baking Industry Skills (1285)



www.cityandguilds.com
February 2022
Version 1.66

Qualification handbook for centres

Qualification title	Number	QAN
City & Guilds Level 2 Award for Proficiency in Baking Industry Skills	1285-20	501/1637/X
City & Guilds Level 2 Certificate for Proficiency in Baking Industry Skills	1285-21	501/1728/2
City & Guilds Level 2 Diploma for Proficiency in Baking Industry Skills	1285-22	501/1638/I

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds Level 2 Award/Certificate/Diploma for Proficiency in Baking Industry Skills
City & Guilds qualification number	1285-20 (Award) * 1285-21 (Certificate) * 1285-22 (Diploma)
Qualification accreditation number	501/1637/X (Award) * 501/1728/2 (Certificate) * 501/1638/I (Diploma)
Last registration date	Consult Walled Garden/Online Catalogue for last Registration and last Certification dates
Last certification date	

*The City & Guilds Level 2 Award and Level 2 Certificate for Proficiency in Baking Industry Skills are no longer available.

These qualifications are designed for learners who are working in the baking industry. They offer learners the opportunity to develop skills and knowledge required to prove competence at work. They will also suit learners who are competent at core baking industry activities and are looking for ways of developing their existing skills and knowledge, perhaps to support multi-skilling or increase productivity at work.

The qualifications offer the baking industry a unique mix of

- occupational skills and knowledge units covering craft and automated baking, retail and service or support competencies within the baking industry, combined with
- the detailed baking knowledge units relevant to all roles.

The flexible choice of units, allows learners to select units that are most relevant to their own employment, learning and progression requirements. The choice of units also reflects the wide variety of jobs which people do in different types of companies in the baking industry.

The Common Operations units also offer learners the opportunity to take competencies which are generic to the whole food and drink industry, such as food safety, working with others and quality.

These qualifications were developed in conjunction with Improve, the food and drink Sector Skills Council.

1.1 Qualification structure

The units within the Level 2 Award, Certificate and Diploma for Proficiency in Baking Industry Skills are listed below. Rules of combination are very flexible, allowing candidates to select the units most suited to their role or area of interest. To achieve the **City & Guilds Level 2 Award for Proficiency in Baking Industry Skills (1285-20)**, learners must achieve a minimum of **10 credits**, comprising from the following combination of credits from each of the unit groups:

Group A	Baking skills units, retail and service units, and support operations units	Units 001 – 109	Minimum of 8 credits.
Group B	Baking common operations units	Units 110 –124	It is not mandatory to take any

units from Group B but up to 4 credits can be achieved.

Any further credit achieved up to 12 credits will be recorded with all the units that have been achieved towards the qualification. To achieve the **City & Guilds Level 2 Certificate for Proficiency in Baking Industry Skills (1285-21)**, learners must achieve a minimum of **27 credits**, comprising of the following combination of credits from each of the three unit groups:

Group A	Baking skills units, retail and service units, and support operations units	Units 001 – 109	Minimum of 21 credits.
Group B	Baking common operations units	Units 110–124	It is not mandatory to take any units from Group B but up to 4 credits can be achieved.
Group C	Baking knowledge units	Units 125–150	It is not mandatory to take any units from Group C but up to 6 credits can be achieved.

Any further credit achieved up to 36 credits will be recorded with all the units that have been achieved towards the qualification. To achieve the **City & Guilds Level 2 Diploma for Proficiency in Baking Industry Skills (1285-22)**, learners must achieve a minimum of **37 credits**, comprising of the following combination of credits from each of the three unit groups:

Group A	Baking knowledge units	Units 125 –150	Minimum of 7 and maximum of 18 credits.
Group B	Baking skills units, retail and service units, and support operations units	Units 001–109	Minimum of 22 credits.
Group C	Baking common operations units	Units 110–124	It is not mandatory to take any units from Group C but up to 8 credits can be achieved.

Any further credit achieved up to 67 credits will be recorded with all the units that have been achieved towards the qualification.

Baking Skills Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-001	Select weigh and measure bakery ingredients	D/601/4551	3	16	2
1285-002	Understand how to select, weigh and measure bakery ingredients	H/601/4552	2	12	2
1285-003	Prepare and mix dough	K/601/4553	3	20	2
1285-004	Hand-divide, mould and shape fermented dough	T/601/4555	4	21	2
1285-005	Tin and tray up dough products	J/601/4561	3	15	2
1285-006	Retard and prove dough products	L/601/4562	3	15	2
1285-007	Understand how to process fermented dough (pre-bake)	Y/601/4564	2	12	2
1285-008	Produce laminated pastry	F/601/4557	4	21	2
1285-009	Pin, block and shape dough	J/601/4558	3	15	2

1285-010	Fill and close pastry products	L/601/4559	3	15	2
1285-011	Understand how to process pastry (pre-bake)	D/601/4565	2	12	2
1285-012	Oven bake dough products	R/601/4563	3	16	2
1285-013	Fry dough products	L/601/4576	2	13	2
1285-014	Batch finish dough products	Y/601/4578	3	16	2
1285-015	Understand how to process dough based products (post-bake)	F/601/4574	2	13	2
1285-016	Prepare and mix flour confectionery	Y/601/4581	3	16	2
1285-017	Hand-deposit, pipe and sheet flour confectionery	H/601/4583	4	21	2
1285-018	Deposit and fry hot plate products	K/601/4584	2	13	2
1285-019	Tray up and prepare flour confectionery for baking	T/601/4586	2	12	2
1285-020	Understand how to process flour confectionery (pre-bake)	L/601/4593	2	12	2
1285-021	Oven-bake flour confectionery	F/601/4588	3	16	2
1285-022	Batch-finish flour confectionery	J/601/4592	3	16	2
1285-023	Understand how to process flour confectionery (post-bake)	R/601/4594	2	13	2
1285-024	Assemble and fill celebration cakes	Y/601/4595	3	15	2
1285-025	Mask and cover celebration cakes	K/601/4598	3	15	2
1285-026	Decorate celebration cakes	Y/601/4600	4	21	2
1285-027	Provide accessories and store celebration cakes	D/601/4601	2	13	2
1285-028	Understand how to decorate celebration cakes	K/601/4603	2	15	2
1285-029	Understand how to prepare and store savoury fillings and toppings in food manufacture	H/601/4616	2	14	2
1285-030	Control enrobing in food manufacture	F/601/4610	3	17	2
1285-031	Understand how to temper chocolate	K/601/4617	2	16	2
1285-032	Understand how to enrobe chocolate	T/601/4619	2	16	2
1285-033	Understand how to mould chocolate	K/601/4620	2	16	2
1285-034	Understand how to cool chocolate after processing	M/601/4621	2	16	2
1285-035	Divide, mould and shape fermented dough using automated processes	M/601/4540	3	16	2
1285-036	Prove dough products using automated processes	F/601/4543	2	11	2
1285-037	Oven-bake dough products using automated processes	J/601/4544	3	14	2
1285-038	Control product wrapping and labelling using automated processes	R/601/4546	3	14	2
1285-039	Cool oven-baked dough products using automated processes	D/601/4548	2	12	2
1285-040	Control slicing in food manufacture	R/601/4613	3	17	2

1285-041	Understand how to control processes in food manufacture	Y/601/4614	4	26	2
1285-042	Control heat treatment in food manufacture	A/601/4606	3	20	2
1285-043	Control depositing in food manufacture	J/601/4608	3	18	2

Retail and Service Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-044	Prepare ingredients and store fillings and toppings in food manufacture	K/601/4570	3	25	2
1285-045	Understand how to prepare and store sweet fillings and toppings in food manufacture	M/601/4571	3	16	2
1285-046	Bake-off food products for sale	A/601/4573	2	15	2
1285-047	Understand how to bake off food products for sale	J/601/4575	2	13	2
1285-048	Produce individual packs by hand in food operations	R/601/4580	3	14	2
1285-049	Sell food products in a retail environment	L/601/8305	2	14	2
1285-050	Understand how to sell food products in a retail environment	R/601/8306	3	20	2
1285-051	Maximise sales in a food retail environment	D/601/5280	4	20	3
1285-052	Maintain displays and assess effectiveness of promotions in a food retail environment	J/601/5290	4	18	3
1285-053	Understand how to maximise sales of food products in a retail environment	R/601/5292	3	24	3
1285-054	Understand how to plan to maximise sales of food products in a retail environment	D/601/5294	3	22	3
1285-055	Display food products in a retail environment	Y/601/8307	3	23	2
1285-056	Understand how to display food products in a retail environment	D/601/8308	2	10	2
1285-057	Prepare to operate a counter/ take-away service in food operations	D/601/4582	2	4	2
1285-058	Understand how to prepare to operate a counter/take-away service in food operations	J/601/4589	2	10	2
1285-059	Operate a counter/take-away service in food operations	F/601/4591	2	4	2
1285-060	Understand how to operate a counter/take-away service in food operations	D/601/4596	2	12	2

1285-061	Prepare to operate a table/tray service in food operations	M/601/4599	2	4	2
1285-062	Understand how to prepare to operate a table/tray service in food operations	H/601/4602	2	12	2
1285-063	Operate a table/tray service in food operations	M/601/4604	2	4	2
1285-064	Understand how to operate a table/tray service in food operations	T/601/4605	2	12	2
1285-065	Finish bake-off products	F/601/4607	3	10	2
1285-066	Understand how to finish bake-off products	J/601/4611	2	12	2
1285-067	Assemble and process products for food service	D/601/4615	2	13	2
1285-068	Understand how to assemble and process products for food service	M/601/4618	2	11	2

Support Operations Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-069	Monitor food hygiene standards using rapid test methods in operations	F/601/8303	3	19	2
1285-070	Understand how to monitor food hygiene standards using rapid test methods in operations	J/601/8304	2	12	2
1285-071	Lift and handle materials safely in food operations	T/601/8301	2	10	2
1285-072	Understand how to lift and handle materials safely in food operations	A/601/8302	2	15	2
1285-073	Contribute to environmental safety in food operations	A/601/2919	2	5	2
1285-074	Understand how to contribute to environmental safety in food operations	M/601/2920	2	11	2
1285-075	Contribute to the maintenance of plant and equipment in food operations	T/601/2921	3	30	2
1285-076	Understand how to contribute to the maintenance of plant and equipment in food operations	A/601/2922	3	20	2
1285-077	Store goods and materials in food operations	A/601/4623	3	24	2
1285-078	Understand how to store and organise goods and materials in food operations	F/601/4624	4	25	2
1285-079	Supply materials for production in food operations	J/601/4625	3	18	2
1285-080	Understand how to supply materials for production in food operations	L/601/4626	3	17	2

1285-081	Produce product packs in food operations	A/601/8297	3	10	2
1285-082	Understand how to produce product packs in food operations	F/601/8298	3	25	2
1285-083	Pack orders for despatch in food operations	R/601/4627	1	6	2
1285-084	Understand how to pack orders for despatch in food operations	Y/601/4628	1	6	2
1285-085	Carry out product changeovers in food manufacture	H/601/8309	2	11	2
1285-086	Understand how to carry out product changeovers in food manufacture	Y/601/8310	2	16	2
1285-087	Contribute to problem diagnosis in food manufacture	Y/601/2944	2	10	2
1285-088	Understand how to contribute to problem diagnosis in food manufacture	D/601/2945	2	15	2
1285-089	Contribute to problem resolution in food manufacture	H/601/2946	3	13	2
1285-090	Understand how to contribute to problem resolution in food manufacture	K/601/2947	2	18	2
1285-091	Control temperature reduction in food manufacture	Y/601/4631	3	20	2
1285-092	Control wrapping in food manufacture	D/601/4632	3	17	2
1285-093	Slice and bag individual food products	T/601/4653	2	15	2
1285-094	Understand how to slice and bag individual food products	R/601/4658	2	15	2
1285-095	Understand how to control defrosting in food manufacture	D/601/4663	3	19	2
1285-096	Control washing and drying machinery in food operations	M/601/4666	3	16	2
1285-097	Understand how to control washing and drying machinery in food operations	T/601/4670	2	12	2
1285-098	Control hygiene cleaning in food operations	J/601/8299	3	23	2
1285-099	Understand how to control hygiene cleaning in food operations	M/601/8300	3	28	2
1285-100	Fill or extrude meat and meat-based mixtures	R/601/4675	2	8	2
1285-101	Understand how to fill or extrude meat and meat-based mixtures	D/601/4677	2	16	2
1285-102	Carry out sampling for quality control in food operations	D/601/8311	2	8	3
1285-103	Understand how to carry out sampling for quality control in food operations	H/601/8312	3	26	3
1285-104	Organise and improve work activities for achieving excellence in food operations	Y/601/2927	3	13	2

1285-105	Understand how to organise and improve work activities for achieving excellence in food operations	D/601/2928	3	14	2
1285-106	Contribute to the application of improvement techniques for achieving excellence in food operations	K/601/2933	3	12	2
1285-107	Understand how to contribute to the application of improvement techniques for achieving excellence in food operations	M/601/2934	3	18	2
1285-108	Contribute to sustainable practice in food operations	L/601/2925	2	3	2
1285-109	Understand how to contribute to sustainable practice in food operations	R/601/2926	2	14	2

Common Operations Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-110	Work effectively with others in food operations	H/601/2896	2	15	2
1285-111	Understand how to work effectively with others in food operations	K/601/2897	2	18	2
1285-112	Maintain product quality in food operations	T/601/2899	2	5	2
1285-113	Understand how to maintain product quality in food operations	H/601/2901	2	11	2
1285-114	Maintain workplace food safety standards in operations	K/601/2902	2	16	2
1285-115	Understand how to maintain workplace food safety standards in operations	M/601/2903	2	20	2
1285-116	Maintain workplace health and safety in food operations	M/601/2917	2	4	2
1285-117	Understand how to maintain workplace health and safety in food operations	T/601/2918	2	18	2
1285-118	Contribute to continuous improvement for achieving excellence in food operations	H/601/2929	3	14	2
1285-119	Understand how to contribute to continuous improvement for achieving excellence in food operations	Y/601/2930	2	12	2
1285-120	Clean in place (CIP) plant and equipment in food operations	K/601/8313	3	19	2
1285-121	Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations	M/601/8314	2	12	2

1285-122	Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations	T/601/8315	2	13	2
1285-123	Carry out task hand-over procedures in food manufacture	A/601/8316	2	10	2
1285-124	Understand how to carry out task hand-over procedures in food manufacture	F/601/8317	1	7	2

Baking Knowledge Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-125	Principles of flour milling and flour types for bakery	H/601/4518	1	6	2
1285-126	Principles of flour bakery	D/601/4520	1	6	2
1285-127	Principles of fats and oils bakery	K/601/4522	1	6	2
1285-128	Principles of sugars and starches in bakery	M/601/4523	1	6	2
1285-129	Principles of dairy products in bakery	L/601/4528	1	6	2
1285-130	Principles of egg and egg products in bakery	L/601/4531	1	5	2
1285-131	Principles of salt and dough conditioners/improvers in bakery	Y/601/4533	1	6	2
1285-132	Principles of pre-mixes and concentrates in bakery	D/601/4534	1	6	2
1285-133	Principles of the Bulk Fermentation Process (BFP)	M/601/4473	1	6	2
1285-134	Principles of the Chorleywood Bread Process (CBP)	A/601/4475	1	6	2
1285-135	Principles of Mechanical Dough Development (MDD) using spiral mixing	L/601/4478	1	6	2
1285-136	Principles of dough fermentation and process control	H/601/4504	1	6	2
1285-137	Principles of yeast manufacture and storage in bakery	T/601/4538	1	6	2
1285-138	Principles of retarding and proving dough and process control	D/601/4503	1	6	2
1285-139	Principles of pastry lamination & process control	J/601/4480	1	6	2
1285-140	Principles of oven baking bakery products	T/601/4507	1	7	2
1285-141	Principles of cooling bakery products using automated processes	A/601/4511	1	4	2
1285-142	Principles of frying bakery products	J/601/4513	1	5	2
1285-143	Principles of preparing and handling bakery finishing materials	R/601/4515	1	7	2

1285-144	Principles of mixing flour confectionery and process control	Y/601/4516	1	10	2
1285-145	Principles of hot plate baking bakery products	F/601/4509	1	5	2
1285-146	Principles of decorative pastes in bakery	A/601/4525	1	10	2
1285-147	Principles of packaging in bakery	H/601/4535	1	6	2
1285-148	Principles of improvement in food operations	A/601/2953	3	16	3
1285-149	Principles of continuous improvement techniques (Kaizen) in food operations	F/601/2954	3	15	3
1285-150	Principles of sustainability in food operations	L/601/2701	4	34	3

1.2 Opportunities for progression

On completion of these qualifications candidates may progress to the following City & Guilds qualifications:

- 1285 City & Guilds Level 3 Award/Certificate/Diploma for Proficiency in Baking Industry Skills.
- 1284 City & Guilds Level 2, 3 and 4 Award/Certificate/Diploma for Proficiency in Food Manufacturing Excellence.

1.3 Qualification support materials

Description	How to access
Candidate logbook	Website
FAQ	website

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- **Online catalogue/shop** contains details of general regulations, registration and certification procedures and fees.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Diploma for Proficiency in Baking Industry Skills	182	370

2 Centre requirements

2.1 Obtaining centre and qualification approval

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**. In order to offer these qualifications, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

City and Guilds branch offices will support new centres through the approval process. They will appoint an External Verifier. They will also provide details of fees applicable for approvals. The local office will be the point of contact for all enquiries for these qualifications and will be responsible for monitoring the delivery and assessments through reports submitted by External Verifiers. They will be the first point of contact for any enquiries regarding the multiple choice examination.

Assessments must not be undertaken until qualification approval has been obtained and candidates have been registered.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualifications in Level 2 NVQ in Food Manufacture – Craft Bakery Skills (1245-23) and Process Bakery Skills (1245-24) and Food Manufacture (1245-92) will receive automatic approval for the new Level 2 Award/Certificate/Diploma for Proficiency in Baking Industry Skills (1285-20/21/23/92).

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

2.3 Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

2.4 Obtaining centre and qualification approval

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

2.5 Registration and Certification

Candidates must be registered at the beginning of their course. Centres should submit registrations using the Walled Garden, or Form S (Registration), under qualification and complex number -1285-20 (Award), 21 (Certificate), or 22 (Diploma).

Candidates achieving the required Rules of Combination will be issued with the full Level 2 Award/Certificate/Diploma for Baking Industry Skills. For information on the registration and certification periods for the qualification, centre should refer to the City & Guilds Directory of qualifications.

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

These details are also available on the www.cityandguilds.com

2.6 Assessors and internal verifiers

The following guidance is taken from the Improve Assessment Strategy for Proficiency Qualifications.

Occupational competence of assessors

The role of an assessor is a demanding and complex one, requiring a high degree of both interpersonal and organisational skills. They are required to make accurate and objective decisions as to whether the learner's performance meets the assessment requirements laid out in units of assessment.

For assessments to be considered valid, the assessor must meet the following requirements. Any assessments carried out by personnel who do not meet these requirements will be deemed a contribution to workplace testimony.

Assessors are required to:

- Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of the Awarding Organisation. This will normally be achieved through demonstrating competence in the roles which are to be assessed, which may be recorded in company training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include the achievement of qualifications relevant to the areas being assessed.
- Demonstrate competent practice in workplace assessment methods. They do not need to hold the assessor unit qualification A1, but must demonstrate understanding of the principles and practices of the assessment process. This may in part be demonstrated for example, by the outcomes of formal training in assessment techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Assessors with previous unit achievement of A1, D32 and/or D33 satisfy requirements, provided evidence of continuous professional development has updated workplace assessment practice. Recognition of assessors in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector area of expertise and developments in the Proficiency Qualifications they assess.
- Have a full and current understanding of the units of assessment and requirements of the qualifications being assessed.
- Operate safely as an assessor in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Assessors 'in training' who are not fully recognised as competent by Awarding Organisations may carry out assessment practice. For the period in training and working towards recognition, the assessor must have assessment activity monitored and signed off (countersigned) by a fully recognised and competent assessor. The 'in training' period should be limited to nine months and have clear development goals set for achieving recognition and competence.

Occupational competence of internal verifiers

Approved centres appoint internal verifiers and their role is to ensure consistency and quality of assessment within the centre. The internal verifier will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

For assessments and verification to be considered valid, the internal verifier must meet the following requirements:

- Demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the sector area(s) concerned, to the satisfaction of the Awarding Organisation. Relevant knowledge and understanding of the workplace areas to be sampled during verification is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal verification and assessment. They do not need to hold the unit qualification V1 but must be able to understand the principles and practices of internal verification. This may in part be demonstrated for example, by the outcomes of formal training in assessment and verification techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard.
- Verifiers with previous unit achievement of V1 or D34 satisfy requirements, provided evidence of continuous professional development has updated verification practice. Recognition of internal verifiers in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector and developments in the qualifications they verify.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and verification decisions is concerned.
- Operate safely as an internal verifier in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Internal verifiers 'in training' who are not fully recognised as competent by Awarding Organisations may carry out verification practice. For the period in training and working towards recognition, the assessor must have verification activity monitored and signed off (countersigned) by a fully recognised and competent internal verifier. The 'in training' period should be limited to nine months and have clear development goals set for achieving recognition and competence.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.7 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this [these] qualification[s]. However, centres must ensure that candidates have the potential and opportunity to gain the qualification[s] successfully.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Other legal considerations

- There are no legal considerations

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification[s]. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification[s] they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification[s].

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification[s]. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For these units/qualifications, candidates will be required to complete the following assessments:

- a portfolio of evidence for **each** unit.

Time constraints

- All portfolio of evidence must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

5 Units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

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

Summary of units

Baking Skills Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-001	Select weigh and measure bakery ingredients	D/601/4551	3	16	2
1285-002	Understand how to select, weigh and measure bakery ingredients	H/601/4552	2	12	2
1285-003	Prepare and mix dough	K/601/4553	3	20	2
1285-004	Hand-divide, mould and shape fermented dough	T/601/4555	4	21	2
1285-005	Tin and tray up dough products	J/601/4561	3	15	2
1285-006	Retard and prove dough products	L/601/4562	3	15	2
1285-007	Understand how to process fermented dough (pre-bake)	Y/601/4564	2	12	2
1285-008	Produce laminated pastry	F/601/4557	4	21	2
1285-009	Pin, block and shape dough	J/601/4558	3	15	2
1285-010	Fill and close pastry products	L/601/4559	3	15	2
1285-011	Understand how to process pastry (pre-bake)	D/601/4565	2	12	2
1285-012	Oven bake dough products	R/601/4563	3	16	2
1285-013	Fry dough products	L/601/4576	2	13	2
1285-014	Batch finish dough products	Y/601/4578	3	16	2
1285-015	Understand how to process dough based products (post-bake)	F/601/4574	2	13	2

1285-016	Prepare and mix flour confectionery	Y/601/4581	3	16	2
1285-017	Hand-deposit, pipe and sheet flour confectionery	H/601/4583	4	21	2
1285-018	Deposit and fry hot plate products	K/601/4584	2	13	2
1285-019	Tray up and prepare flour confectionery for baking	T/601/4586	2	12	2
1285-020	Understand how to process flour confectionery (pre-bake)	L/601/4593	2	12	2
1285-021	Oven-bake flour confectionery	F/601/4588	3	16	2
1285-022	Batch-finish flour confectionery	J/601/4592	3	16	2
1285-023	Understand how to process flour confectionery (post-bake)	R/601/4594	2	13	2
1285-024	Assemble and fill celebration cakes	Y/601/4595	3	15	2
1285-025	Mask and cover celebration cakes	K/601/4598	3	15	2
1285-026	Decorate celebration cakes	Y/601/4600	4	21	2
1285-027	Provide accessories and store celebration cakes	D/601/4601	2	13	2
1285-028	Understand how to decorate celebration cakes	K/601/4603	2	15	2
1285-029	Understand how to prepare and store savoury fillings and toppings in food manufacture	H/601/4616	2	14	2
1285-030	Control enrobing in food manufacture	F/601/4610	3	17	2
1285-031	Understand how to temper chocolate	K/601/4617	2	16	2
1285-032	Understand how to enrobe chocolate	T/601/4619	2	16	2
1285-033	Understand how to mould chocolate	K/601/4620	2	16	2
1285-034	Understand how to cool chocolate after processing	M/601/4621	2	16	2
1285-035	Divide, mould and shape fermented dough using automated processes	M/601/4540	3	16	2
1285-036	Prove dough products using automated processes	F/601/4543	2	11	2
1285-037	Oven-bake dough products using automated processes	J/601/4544	3	14	2
1285-038	Control product wrapping and labelling using automated processes	R/601/4546	3	14	2
1285-039	Cool oven-baked dough products using automated processes	D/601/4548	2	12	2
1285-040	Control slicing in food manufacture	R/601/4613	3	17	2
1285-041	Understand how to control processes in food manufacture	Y/601/4614	4	26	2
1285-042	Control heat treatment in food manufacture	A/601/4606	3	20	2
1285-043	Control depositing in food manufacture	J/601/4608	3	18	2

Retail and Service Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-044	Prepare ingredients and store fillings and toppings in food manufacture	K/601/4570	3	25	2
1285-045	Understand how to prepare and store sweet fillings and toppings in food manufacture	M/601/4571	3	16	2
1285-046	Bake-off food products for sale	A/601/4573	2	15	2
1285-047	Understand how to bake-off food products for sale	J/601/4575	2	13	2
1285-048	Produce individual packs by hand in food operations	R/601/4580	3	14	2
1285-049	Sell food products in a retail environment	L/601/8305	2	14	2
1285-050	Understand how to sell food products in a retail environment	R/601/8306	3	20	2
1285-051	Maximise sales in a food retail environment	D/601/5280	4	20	3
1285-052	Maintain displays and assess effectiveness of promotions in a food retail environment	J/601/5290	4	18	3
1285-053	Understand how to maximise sales of food products in a retail environment	R/601/5292	3	24	3
1285-054	Understand how to plan to maximise sales of food products in a retail environment	D/601/5294	3	22	3
1285-055	Display food products in a retail environment	Y/601/8307	3	23	2
1285-056	Understand how to display food products in a retail environment	D/601/8308	2	10	2
1285-057	Prepare to operate a counter/ take-away service in food operations	D/601/4582	2	4	2
1285-058	Understand how to prepare to operate a counter/take-away service in food operations	J/601/4589	2	10	2
1285-059	Operate a counter/take-away service in food operations	F/601/4591	2	4	2
1285-060	Understand how to operate a counter/take-away service in food operations	D/601/4596	2	12	2
1285-061	Prepare to operate a table/tray service in food operations	M/601/4599	2	4	2
1285-062	Understand how to prepare to operate a table/tray service in food operations	H/601/4602	2	12	2
1285-063	Operate a table/tray service in food operations	M/601/4604	2	4	2
1285-064	Understand how to operate a table/tray service in food operations	T/601/4605	2	12	2

1285-065	Finish bake-off products	F/601/4607	3	10	2
1285-066	Understand how to finish bake-off products	J/601/4611	2	12	2
1285-067	Assemble and process products for food service	D/601/4615	2	13	2
1285-068	Understand how to assemble and process products for food service	M/601/4618	2	11	2

Support Operations Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-069	Monitor food hygiene standards using rapid test methods in operations	F/601/8303	3	19	2
1285-070	Understand how to monitor food hygiene standards using rapid test methods in operations	J/601/8304	2	12	2
1285-071	Lift and handle materials safely in food operations	T/601/8301	2	10	2
1285-072	Understand how to lift and handle materials safely in food operations	A/601/8302	2	15	2
1285-073	Contribute to environmental safety in food operations	A/601/2919	2	5	2
1285-074	Understand how to contribute to environmental safety in food operations	M/601/2920	2	11	2
1285-075	Contribute to the maintenance of plant and equipment in food operations	T/601/2921	3	30	2
1285-076	Understand how to contribute to the maintenance of plant and equipment in food operations	A/601/2922	3	20	2
1285-077	Store goods and materials in food operations	A/601/4623	3	24	2
1285-078	Understand how to store and organise goods and materials in food operations	F/601/4624	4	25	2
1285-079	Supply materials for production in food operations	J/601/4625	3	18	2
1285-080	Understand how to supply materials for production in food operations	L/601/4626	3	17	2
1285-081	Produce product packs in food operations	A/601/8297	3	10	2
1285-082	Understand how to produce product packs in food operations	F/601/8298	3	25	2
1285-083	Pack orders for despatch in food operations	R/601/4627	1	6	2
1285-084	Understand how to pack orders for despatch in food operations	Y/601/4628	1	6	2

1285-085	Carry out product changeovers in food manufacture	H/601/8309	2	11	2
1285-086	Understand how to carry out product changeovers in food manufacture	Y/601/8310	2	16	2
1285-087	Contribute to problem diagnosis in food manufacture	Y/601/2944	2	10	2
1285-088	Understand how to contribute to problem diagnosis in food manufacture	D/601/2945	2	15	2
1285-089	Contribute to problem resolution in food manufacture	H/601/2946	3	13	2
1285-090	Understand how to contribute to problem resolution in food manufacture	K/601/2947	2	18	2
1285-091	Control temperature reduction in food manufacture	Y/601/4631	3	20	2
1285-092	Control wrapping in food manufacture	D/601/4632	3	17	2
1285-093	Slice and bag individual food products	T/601/4653	2	15	2
1285-094	Understand how to slice and bag individual food products	R/601/4658	2	15	2
1285-095	Understand how to control defrosting in food manufacture	D/601/4663	3	19	2
1285-096	Control washing and drying machinery in food operations	M/601/4666	3	16	2
1285-097	Understand how to control washing and drying machinery in food operations	T/601/4670	2	12	2
1285-098	Control hygiene cleaning in food operations	J/601/8299	3	23	2
1285-099	Understand how to control hygiene cleaning in food operations	M/601/8300	3	28	2
1285-100	Fill or extrude meat and meat-based mixtures	R/601/4675	2	8	2
1285-101	Understand how to fill or extrude meat and meat-based mixtures	D/601/4677	2	16	2
1285-102	Carry out sampling for quality control in food operations	D/601/8311	2	8	3
1285-103	Understand how to carry out sampling for quality control in food operations	H/601/8312	3	26	3
1285-104	Organise and improve work activities for achieving excellence in food operations	Y/601/2927	3	13	2
1285-105	Understand how to organise and improve work activities for achieving excellence in food operations	D/601/2928	3	14	2
1285-106	Contribute to the application of improvement techniques for achieving excellence in food operations	K/601/2933	3	12	2

1285-107	Understand how to contribute to the application of improvement techniques for achieving excellence in food operations	M/601/2934	3	18	2
1285-108	Contribute to sustainable practice in food operations	L/601/2925	2	3	2
1285-109	Understand how to contribute to sustainable practice in food operations	R/601/2926	2	14	2

Common Operations Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-110	Work effectively with others in food operations	H/601/2896	2	15	2
1285-111	Understand how to work effectively with others in food operations	K/601/2897	2	18	2
1285-112	Maintain product quality in food operations	T/601/2899	2	5	2
1285-113	Understand how to maintain product quality in food operations	H/601/2901	2	11	2
1285-114	Maintain workplace food safety standards in operations	K/601/2902	2	16	2
1285-115	Understand how to maintain workplace food safety standards in operations	M/601/2903	2	20	2
1285-116	Maintain workplace health and safety in food operations	M/601/2917	2	4	2
1285-117	Understand how to maintain workplace health and safety in food operations	T/601/2918	2	18	2
1285-118	Contribute to continuous improvement for achieving excellence in food operations	H/601/2929	3	14	2
1285-119	Understand how to contribute to continuous improvement for achieving excellence in food operations	Y/601/2930	2	12	2
1285-120	Clean in place (CIP) plant and equipment in food operations	K/601/8313	3	19	2
1285-121	Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations	M/601/8314	2	12	2
1285-122	Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations	T/601/8315	2	13	2
1285-123	Carry out task hand-over procedures in food manufacture	A/601/8316	2	10	2

1285-124	Understand how to carry out task hand-over procedures in food manufacture	F/601/8317	1	7	2
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Baking Knowledge Units

City & Guilds unit number	Title	Unit number	Credit Value	GLH	Level
1285-125	Principles of flour milling and flour types for bakery	H/601/4518	1	6	2
1285-126	Principles of flour bakery	D/601/4520	1	6	2
1285-127	Principles of fats and oils bakery	K/601/4522	1	6	2
1285-128	Principles of sugars and starches in bakery	M/601/4523	1	6	2
1285-129	Principles of dairy products in bakery	L/601/4528	1	6	2
1285-130	Principles of egg and egg products in bakery	L/601/4531	1	5	2
1285-131	Principles of salt and dough conditioners/improvers in bakery	Y/601/4533	1	6	2
1285-132	Principles of pre-mixes and concentrates in bakery	D/601/4534	1	6	2
1285-133	Principles of the Bulk Fermentation Process (BFP)	M/601/4473	1	6	2
1285-134	Principles of the Chorleywood Bread Process (CBP)	A/601/4475	1	6	2
1285-135	Principles of Mechanical Dough Development (MDD) using spiral mixing	L/601/4478	1	6	2
1285-136	Principles of dough fermentation and process control	H/601/4504	1	6	2
1285-137	Principles of yeast manufacture and storage in bakery	T/601/4538	1	6	2
1285-138	Principles of retarding and proving dough and process control	D/601/4503	1	6	2
1285-139	Principles of pastry lamination & process control	J/601/4480	1	6	2
1285-140	Principles of oven baking bakery products	T/601/4507	1	7	2
1285-141	Principles of cooling bakery products using automated processes	A/601/4511	1	4	2
1285-142	Principles of frying bakery products	J/601/4513	1	5	2
1285-143	Principles of preparing and handling bakery finishing materials	R/601/4515	1	7	2
1285-144	Principles of mixing flour confectionery and process control	Y/601/4516	1	10	2
1285-145	Principles of hot plate baking bakery products	F/601/4509	1	5	2
1285-146	Principles of decorative pastes in bakery	A/601/4525	1	10	2
1285-147	Principles of packaging in bakery	H/601/4535	1	6	2

1285-148	Principles of improvement in food operations	A/601/2953	3	16	3
1285-149	Principles of continuous improvement techniques (Kaizen) in food operations	F/601/2954	3	15	3
1285-150	Principles of sustainability in food operations	L/601/2701	4	34	3

Level: 2
Credit value: 3
UAN: D/601/4551

Unit aim

This unit supports workforce development for those who select, weigh and measure ingredients in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Check quantities of ingredients
2. Select ingredients
3. Weigh and measure ingredients

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB101S Select, weigh and measure bakery ingredients.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, selecting, weighing and measuring bakery ingredients. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 001

Outcome 1

Select, weigh and measure bakery ingredients

Check quantities of ingredients

Assessment Criteria

Practical Skills

The learner can:

1. identify the specified ingredients
2. check quantities against instructions and specifications
3. calculate quantities of ingredients required for production

Unit 001
Outcome 2

Select, weigh and measure bakery ingredients
Select ingredients

Assessment Criteria

Practical Skills

The learner can:

1. select ingredients to meet production needs
2. check condition, quantity and quality of ingredients
3. isolate sub-standard ingredients
4. report sub-standard ingredients to the relevant people
5. take action to source and identify alternatives, if ingredients are not available
6. store ingredients according to specified procedures ready for further processing

Unit 001

Outcome 3

Select, weigh and measure bakery ingredients

Weigh and measure ingredients

Assessment Criteria

Practical skills

The learner can:

1. check ingredients against instructions and specifications
2. check accuracy of bakery weighing and measuring equipment
3. weigh and measure ingredients, avoiding contamination
4. store weighed and measured ingredients in the specified conditions, ready for further processing
5. label storage containers or mixing bowls, ready for further processing
6. operate within the limits of own authority and capabilities

Unit 002

Understand how to select, weigh and measure bakery ingredients

Level: 2
Credit value: 2
UAN: H/601/4552

Unit aim

This unit supports workforce development for those who understand how to select, weigh and measure ingredients, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to select and handle ingredients
2. Know how to measure ingredients
3. Know how to work according to company procedures

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.102K Understand how to select, weigh and measure bakery ingredients.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to select, weigh and measure bakery ingredients. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 002

Understand how to select, weigh and measure bakery ingredients

Outcome 1

Know how to select and handle ingredients

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state factors which affect quality of ingredients during:
 - handling
 - weighing
 - measuring
 - storage
2. explain the importance of handling and preparing ingredients at the optimum temperature and conditions
3. describe how to avoid contamination of ingredients
4. describe what might happen if contamination is not avoided
5. describe how to recognise and report
 - sub-standard ingredients
 - signs of contamination
 - infestation or damage to ingredients and packaging

Unit 002

Understand how to select, weigh and measure bakery ingredients

Outcome 2

Know how to measure ingredients

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to use specifications to calculate or adjust the ratio of ingredients required for production
2. state the importance of using the appropriate type of weighing and measuring equipment
3. describe the practice used to protect against potentially harmful effects of dust from ingredients
4. describe the equipment used to protect against allergies from skin contact with ingredients
5. describe how to label and store ingredients ready for mixing or further processing

Unit 002

Understand how to select, weigh and measure bakery ingredients

Outcome 3

Know how to work according to company procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to report non-availability of ingredients
2. describe how to source alternative ingredients
3. outline the lines and methods of communication and importance of using them
4. outline the importance of working within time constraints required by production schedule
5. outline the documentation requirements and the importance of meeting them

Level: 2
Credit value: 3
UAN: K/601/4553

Unit aim

This unit supports workforce development for those who prepare and mix dough in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare the work area for mixing dough
2. Mix dough ingredients

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.103S Prepare and mix dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, preparing and mixing dough. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 003

Prepare and mix dough

Outcome 1

Prepare the work area for mixing dough

Assessment Criteria

Practical Skills

The learner can:

1. obtain the instructions and specifications for mixing needs
2. check that weighed and measured ingredients are in the specified condition for use and make adjustments where necessary
3. isolate and report any sub-standard ingredients to relevant people
4. obtain authority to source replacement supplies where necessary
5. check that the mixing area and equipment are safe for use

Unit 003
Outcome 2

Prepare and mix dough
Mix dough ingredients

Assessment Criteria

Practical Skills

The learner can:

1. select equipment to meet mixing needs
2. mix ingredients according to instructions and specifications
3. check the quality of dough against specification and report any inconsistency to the relevant personnel
4. use additional ingredients, if advised, to adjust the consistency of dough to meet the specification
5. place dough in the specified condition and location ready for further processing
6. operate within the limits of own authority and capabilities

Unit 004

Hand-divide, mould and shape fermented dough

Level: 2
Credit value: 4
UAN: T/601/4555

Unit aim

This unit supports workforce development for those who hand-divide, mould and shape fermented dough in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Hand-divide fermented dough to specifications and instructions
2. Hand-mould and shape fermented dough

Guided learning hours

It is recommended that **21** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.105S Hand-divide, mould and shape fermented dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, hand-dividing, moulding and shaping fermented dough. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 004

Hand-divide, mould and shape fermented dough

Outcome 1

Hand-divide fermented dough to specifications and instructions

Assessment Criteria

Practical Skills

The learner can:

1. check the dough meets the specification and instructions
2. take action on discovering any discrepancy between dough and the specification
3. check the condition of dividing tools and the accuracy of equipment
4. hand-divide dough
5. minimise waste and deal with scrap material
6. position divided dough portions for further processing

Unit 004

Hand-divide, mould and shape fermented dough

Outcome 2

Hand-mould and shape fermented dough

Assessment Criteria

Practical Skills

The learner can:

1. check the portioned dough meets instructions and the specification
2. take action on discovering any discrepancy between portioned dough and the specification
3. prepare and maintain table surface for moulding and shaping
4. hand-mould and shape portioned dough
5. wash and dress shaped dough surfaces according to specification
6. minimise waste and deal with scrap material
7. place dough in the specified condition and location for further processing
8. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: J/601/4561

Unit aim

This unit supports workforce development for those who tin and tray up dough products in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Tin up dough products according to instructions and specification
2. Prepare to tray up dough products
3. Tray up dough products according to instructions and specifications

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.110S Tin and tray up dough products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, tinning and traying up dough products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 005

Outcome 1

Tin and tray up dough products

Tin up dough products according to instructions and specification

Assessment Criteria

Practical Skills

The learner can:

1. check releasing agent supplies and tools for application of releasing agent
2. clean and apply releasing agent to specified quantity and types of baking tins
3. place specified shaped dough portions into tins
4. minimise waste and deal with scrap material
5. cut and dress the surface of doughs
6. place tins in the specified location for further processing

Unit 005

Outcome 2

Tin and tray up dough products

Prepare to tray up dough products

Assessment Criteria

Practical Skills

The learner can:

1. check releasing agent supplies, and tools for application of releasing agent
2. apply releasing agent to specified numbers and types of baking tins
3. select and apply the specified lining material to trays where required

Unit 005

Outcome 3

Tin and tray up dough products

Tray up dough products according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. place individual shaped doughs onto trays in specified numbers and positions
2. minimise waste and deal with scrap material
3. cut and dress the surface of dough portions
4. rack trays in the specified location for further processing
5. use the specified procedure for loading and unloading trays in racks
6. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: L/601/4562

Unit aim

This unit supports workforce development for those who retard and prove dough products in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Retard and recover dough products according to instructions and specifications
2. Prove fermented products

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.111S Retard and prove dough products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, retarding and proving dough products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 006

Outcome 1

Retard and prove dough products

Retard and recover dough products according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of retarding equipment
2. load retarding equipment with dough products
3. monitor retarding equipment settings
4. minimise waste and deal with scrap material
5. unload retarding equipment at the required time
6. position dough products in the specified location for further processing

Unit 006

Outcome 2

Retard and prove dough products

Prove fermented products

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of proving equipment
2. load proving equipment with fermented products, according to instructions and specifications
3. monitor proving equipment settings
4. minimise waste and deal with scrap material
5. unload proving equipment at the required time
6. position proved products ready for further processing
7. operate within the limits of own authority and capabilities

Unit 007

Understand how to process fermented dough (pre-bake)

Level: 2
Credit value: 2
UAN: Y/601/4564

Unit aim

This unit supports workforce development for those who use pre-bake fermented dough processes, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to pre-bake process fermented dough
2. Know how to maintain quality of pre-bake fermented dough
3. Know how to work to company pre-bake procedures for fermented dough

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.116K Understand how to process dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when pre-bake processing fermented dough. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 007 Understand how to process fermented dough (pre-bake)

Outcome 1 Know how to pre-bake process fermented dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of following work specifications to ensure successful dough processing
2. state the requirements of the bread weight regulations
3. explain the importance of dividing and check weighing fermented dough to comply with the bread weight regulations
4. describe how to seek advice on process adjustments during processing
5. outline how to keep dough within specification, to include:
 - minor changes in ingredient performance
 - production timing
 - environmental conditions
6. describe the specified method for loading and unloading trays in racks

Unit 007 Understand how to process fermented dough (pre-bake)

Outcome 2 Know how to maintain quality of pre-bake fermented dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to maintain dough condition
2. describe how to deal with time constraints and variations to conditions throughout processing
3. state the practices which protect ingredients from contamination
4. describe the equipment useful in protecting against allergies from skin contact with ingredients
5. state possible sources of dough contamination during processing
6. describe how to avoid contamination during dough processing and what might happen if this is not done
7. describe the procedure for rejecting and isolating failed dough and dough portions

Unit 007

Understand how to process fermented dough (pre-bake)

Outcome 3

Know how to work to company pre-bake procedures for fermented dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to recognise and report dough that does not meet specification during processing
2. describe the importance of using lines and methods of communication during processing
3. describe the paper or electronic documentation requirements and the importance of meeting them during processing

Level: 2
Credit value: 4
UAN: F/601/4557

Unit aim

This unit supports workforce development for those who produce laminated pastry in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare dough for lamination
2. Laminate pastry according to instructions and specifications

Guided learning hours

It is recommended that **21** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.106S Produce laminated pastry.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, producing laminated pastry. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 008

Outcome 1

Produce laminated pastry

Prepare dough for lamination

Assessment Criteria

Practical Skills

The learner can:

1. check the condition and quantity of the base dough meets the specification
2. take action on discovering any discrepancy between base dough and the specification
3. select and prepare the specified quantity of pastry fat to incorporate into the base dough
4. incorporate fat into the base pastry dough using the specified method, tools and equipment
5. position prepared pastry for further processing

Unit 008

Outcome 2

Produce laminated pastry

Laminate pastry according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the condition and quantity of the prepared pastry meets the specification
2. take action on discovering any discrepancy between prepared pastry and the specification
3. prepare the work area, tools and equipment for lamination
4. laminate prepared pastry using the specified method, tools and equipment
5. minimise waste and deal with scrap material
6. store laminated pastry in the specified condition and location ready for further processing
7. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: J/601/4558

Unit aim

This unit supports workforce development for those who pin, block and shape dough in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Pin out dough according to instructions and specifications
2. Block out, cut and shape dough

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.107S Pin, block and shape dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, pinning, blocking and shaping dough. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 009

Outcome 1

Pin, block and shape dough

Pin out dough according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the dough meets the specification
2. take action on discovering any discrepancy between dough and specification
3. check the condition of pinning tools and equipment
4. pin out dough to specification
5. minimise waste and deal with scrap material
6. position pinned dough for further processing

Assessment Criteria

Practical Skills

The learner can:

1. check pinned dough meets the specification and instructions
2. take action on discovering any discrepancy between pinned dough and specification
3. check the condition of blocking and cutting tools and equipment
4. block dough to specification
5. cut and shape dough to specification
6. minimise waste and deal with scrap material
7. store dough bases/portions in the specified condition and location for further processing
8. operate within the limits of own authority and capabilities

Unit 010

Fill and close pastry products

Level: 2
Credit value: 3
UAN: L/601/4559

Unit aim

This unit supports workforce development for those who fill and close pastry products in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Assemble and fill pastry products
2. Close and lid pastry products according to specification and instructions

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1085 Fill and close pastry products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, filling and closing pastry products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 010
Outcome 1

Fill and close pastry products
Assemble and fill pastry products

Assessment Criteria

Practical Skills

The learner can:

1. check the pastry bases/portions and fillings meet the specification and instructions
2. take action on discovering any discrepancy between pastry bases/portions and the specification
3. check the condition of tools and equipment
4. assemble pastry bases/portions to specification
5. fill pastry bases/portions to specification
6. minimise waste and deal with scrap material
7. position filled pastry bases/portions for further processing

Unit 010

Outcome 2

Fill and close pastry products

Close and lid pastry products according to specification and instructions

Assessment Criteria

Practical Skills

The learner can:

1. check available filled pastry bases/portions and pastry lids meet the specification and instructions
2. take prompt action on discovering any discrepancy between filled pastry bases/portions and pastry lids
3. close and crimp filled pastry bases/portions using the specified technique to meet the specification
4. place lids on filled pastry bases/portions and close
5. wash and dress pastry surfaces
6. minimise waste and deal with scrap material
7. place pastry products in the specified condition and location for further processing, and label if required
8. operate within the limits of own authority and capabilities

Level: 2
Credit value: 2
UAN: D/601/4565

Unit aim

This unit supports workforce development for those who use pre-bake pastry processes, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to pre-bake process pastry
2. Know how to maintain quality of pre-bake pastry
3. Know how to work to company pre-bake procedures for pastry

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.116K Understand how to process dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when pre-bake processing pastry. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 011

Understand how to process pastry (pre-bake)

Outcome 1

Know how to pre-bake process pastry

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of following work specifications to ensure successful pastry processing
2. describe the importance of dividing and sheeting pastry to meet specifications
3. describe the specified arrangements for allowing the re-use or reworking of scrap pastry
4. describe how to seek advice on process adjustments
5. outline how to keep pastry within specification, to include:
 - minor changes in ingredient performance
 - production timing
 - environmental conditions
6. describe the specified method for loading and unloading trays in racks

Unit 011
Outcome 2

Understand how to process pastry (pre-bake)
Know how to maintain quality of pre-bake pastry

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to maintain pastry condition
2. describe how to deal with time constraints and variations to conditions throughout processing
3. state the practices which protect ingredients from contamination
4. describe the equipment useful in protecting against allergies from skin contact with ingredients
5. state possible sources of pastry contamination during processing
6. describe how to avoid contamination during pastry processing and what might happen if this is not done
7. describe the procedure for rejecting and isolating failed pastry portions

Unit 011

Outcome 3

Understand how to process pastry (pre-bake)

Know how to work to company pre-bake procedures for pastry

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to recognise and report pastry that does not meet specification during processing
2. describe the importance of using lines and methods of communication during processing
3. describe the paper or electronic documentation requirements and the importance of meeting them during processing

Level: 2
Credit value: 3
UAN: R/601/4563

Unit aim

This unit supports workforce development for those who oven-bake dough products in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for baking dough
2. Bake dough
3. Remove baked dough products for cooling

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1145 Oven-bake dough products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, oven-baking dough products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 012

Outcome 1

Oven-bake dough products

Prepare for baking dough

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the oven
2. check and adjust oven settings according to instructions and specifications
3. check the condition of dough products available for baking
4. dress and cut dough surfaces according to specification
5. take prompt action to isolate sub-standard dough products

Unit 012

Outcome 2

Oven-bake dough products

Bake dough

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the oven
2. transfer dough products to the oven
3. set the oven and position dough products, according to instructions and specifications
4. monitor the baking of dough products
5. operate steam-injectors and dampers as required
6. re-position dough products within the oven as necessary to meet baking needs
7. adjust oven settings to meet baking needs

Unit 012

Outcome 3

Oven-bake dough products

Remove baked dough products for cooling

Assessment Criteria

Practical Skills

The learner can:

1. draw dough products from the oven when the product specification for baking has been met
2. remove products from tins and trays
3. position baked dough products for cooling
4. store tins and trays in the specified location
5. isolate sub-standard products
6. operate within the limits of own authority and capabilities

Level: 2
Credit value: 2
UAN: L/601/4576

Unit aim

This unit supports workforce development for those who fry dough products in a bakery business. The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for frying dough
2. Fry dough
3. Cool and position fried dough products

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1175 Fry dough products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, frying dough products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 013

Outcome 1

Fry dough products

Prepare for frying dough

Assessment Criteria

Practical Skills

The learner can:

1. check and adjust fryer settings and ventilation according to instructions and specifications
2. check frying oil levels and add oil or fat to the fryer as required
3. check the condition of doughs available for frying
4. minimise waste and deal with scrap material according to specified procedures

Unit 013
Outcome 2

Fry dough products
Fry dough

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the fryer and ventilation
2. load the fryer according to instructions and specifications
3. monitor the frying of doughs
4. unload the fryer when the product specification for frying has been met

Unit 013

Outcome 3

Fry dough products

Cool and position fried dough products

Assessment Criteria

Practical Skills

The learner can:

1. position fried doughs for cooling according to specifications
2. take action to isolate substandard products
3. shut down the fryer on completion of frying
4. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: Y/601/4578

Unit aim

This unit supports workforce development for those who batch-finish dough products in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Assemble and fill dough products according to instructions and specifications
2. Glaze and decorate dough products according to instructions and specifications

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1195 Batch-finish dough products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, batch-finishing dough products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 014

Outcome 1

Batch-finish dough products

Assemble and fill dough products according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of dough products
2. assemble and position dough products in readiness for finishing
3. check the condition of fillings and depositors
4. load fillings into depositors
5. cut and fill dough products
6. minimise waste and deal with scrap material

Unit 014

Outcome 2

Batch-finish dough products

Glaze and decorate dough products according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. prepare glaze and glazing tools for application
2. apply glaze to dough products
3. check the condition of decorative media and piping tools
4. apply decorative media to the surfaces of dough products
5. identify and report products which do not meet specification
6. minimise waste and deal with scrap material
7. operate within the limits of own authority and capabilities

Unit 015

Understand how to process dough based products (post-bake)

Level: 2
Credit value: 2
UAN: F/6014574

Unit aim

This unit supports workforce development for those who use post-bake dough processes, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to post-bake process dough based products
2. Know how to maintain quality of post-bake dough based products
3. Know how to work to company post-bake procedures for dough based products

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.116K Understand how to process dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when post-bake processing dough based products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 015 Understand how to process dough based products (post-bake)

Outcome 1 Know how to post-bake process dough based products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of following work specifications to ensure successful dough-processing
2. explain the importance of check weighing bread loaf products to comply with the bread weight regulations
3. describe how to seek advice on process adjustments during processing
4. outline how to keep products within specification, to include:
 - production timing
 - environmental conditions
5. describe the specified method for loading and unloading trays in racks

Unit 015

Understand how to process dough based products (post-bake)

Outcome 2

Know how to maintain quality of post-bake dough based products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to maintain product condition
2. describe how to deal with time constraints and variations to conditions throughout processing
3. state the practices which protect product from contamination
4. state possible sources of product contamination during processing
5. describe how to avoid contamination during processing and what might happen if this is not done
6. describe the procedure for rejecting and isolating failed products

Unit 015

Understand how to process dough based products (post-bake)

Outcome 3

Know how to work to company post-bake procedures for dough based products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to recognise and report product that does not meet specification during processing
2. describe the importance of using lines and methods of communication during processing
3. describe the paper or electronic documentation requirements and the importance of meeting them during processing

Level: 2
Credit value: 3
UAN: Y/601/4581

Unit aim

This unit supports workforce development for those who prepare and mix flour confectionery in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare the work area for mixing flour confectionery
2. Mix flour confectionery ingredients

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.201S Prepare and mix flour confectionery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, preparing and mixing flour confectionery. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 016

Outcome 1

Prepare and mix flour confectionery

Prepare the work area for mixing flour confectionery

Assessment Criteria

Practical Skills

The learner can:

1. obtain the instructions and specifications for mixing needs
2. check that weighed and measured ingredients are in the specified condition for use and make adjustments where necessary
3. isolate and report any sub-standard ingredients
4. obtain authority to source replacement supplies where this is necessary
5. check and report the safe availability of the mixing area and mixing equipment

Unit 016

Outcome 2

Prepare and mix flour confectionery

Mix flour confectionery ingredients

Assessment Criteria

Practical Skills

The learner can:

1. select the mixing equipment to meet production needs
2. mix ingredients according to instructions and specifications
3. check the quality of mixtures against specification and report any inconsistencies to the relevant people
4. place mixtures in the specified condition and location
5. label mixtures where required, ready for further processing
6. operate within the limits of own authority and capabilities

Unit 017

Hand-deposit, pipe and sheet flour confectionery

Level: 2
Credit value: 4
UAN: H/601/4583

Unit aim

This unit supports workforce development for those who hand-deposit, pipe and sheet flour confectionery in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Hand deposit and pipe flour confectionery mixtures according to instructions and specifications
2. Hand sheet flour confectionery mixtures according to instructions and specifications

Guided learning hours

It is recommended that **21** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.203S Hand-deposit, pipe and sheet flour confectionery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, hand-depositing, piping and sheeting flour confectionery. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 017

Hand-deposit, pipe and sheet flour confectionery

Outcome 1

Hand deposit and pipe flour confectionery mixtures according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the available mixtures against instructions and specifications
2. take action on discovering any discrepancy with mixtures
3. prepare tools, equipment, tins and trays to meet production needs
4. portion and hand-deposit mixtures
5. pipe mixtures
6. minimise waste and deal with scrap material
7. place deposited and piped mixtures in the specified location for further processing

Unit 017

Hand-deposit, pipe and sheet flour confectionery

Outcome 2

Hand sheet flour confectionery mixtures according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the portioned mixtures against instructions and specifications
2. take prompt action on discovering any discrepancy with portioned mixtures
3. prepare tools, equipment, tins and trays to meet production needs
4. sheet portioned mixtures to specification
5. minimise waste and deal with scrap material
6. place sheeted mixtures in the specified location for further processing
7. operate within the limits of own authority and capabilities

Level: 2
Credit value: 2
UAN: K/601/4584

Unit aim

This unit supports workforce development for those who deposit and fry hot plate products in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Deposit hot plate mixtures
2. Fry hot plate products
3. Remove fried products for cooling

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.204S Deposit and fry hot plate products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, depositing and frying hot plate products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 018

Outcome 1

Deposit and fry hot plate products

Deposit hot plate mixtures

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of hot plate mixtures against instructions and specifications
2. select and prepare rings or hoops for the hot plate
3. check and adjust hot plate settings and set up the condition of the frying surface
4. deposit hot plate mixtures for frying and avoid mixture contamination
5. minimise waste and deal with scrap material according to specified procedures

Unit 018
Outcome 2

Deposit and fry hot plate products
Fry hot plate products

Assessment Criteria

Practical Skills

The learner can:

1. monitor the baking of hot plate products according to instructions and specifications
2. adjust hot plate settings and maintain the condition of the frying surface to meet baking needs

Unit 018

Outcome 3

Deposit and fry hot plate products

Remove fried products for cooling

Assessment Criteria

Practical Skills

The learner can:

1. remove fried hot plate products from the hot plate
2. remove rings or hoops from the hot plate
3. position fried hot plate products for cooling according to specifications
4. store rings or hoops
5. take action to isolate sub-standard products
6. operate within the limits of own authority and capabilities

Unit 019

Tray up and prepare flour confectionery for baking

Level: 2
Credit value: 2
UAN: T/601/4586

Unit aim

This unit supports workforce development for those who tray up and prepare flour confectionery in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Tray up flour confectionery products according to instructions and specifications
2. Top out flour confectionery products

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.205S Tray up and prepare flour confectionery for baking.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, traying up and preparing flour confectionery for baking. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 019

Tray up and prepare flour confectionery for baking

Outcome 1

Tray up flour confectionery products according to instructions and specifications

Assessment Criteria

Practical Skills

The learner can:

1. check releasing agent supplies and tools for application of releasing agent
2. clean and apply releasing agent to baking trays
3. select and apply the specified lining paper to trays where required
4. place individual shaped products, and products in tins, onto trays in specified numbers and positions
5. minimise waste and deal with scrap material
6. rack trays in the specified location for further processing

Unit 019 **Tray up and prepare flour confectionery for baking**

Outcome 2 Top out flour confectionery products

Assessment Criteria

Practical Skills

The learner can:

1. check supplies and condition of products and materials for topping out, according to instructions and specifications
2. wash and dress the surface of products to meet production needs
3. minimises waste and deal with scrap material
4. place products in the specified location for further processing
5. operate within the limits of own authority and capabilities

Unit 020

Understand how to process flour confectionery (pre-bake)

Level: 2
Credit value: 2
UAN: L/601/4593

Unit aim

This unit supports workforce development for those who use pre-bake flour confectionery processes, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to pre-bake process flour confectionery
2. Know how to maintain the quality of pre-bake flour confectionery
3. Know how to report and document pre-bake quality issues

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.208K Understand how to process flour confectionery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when pre-bake processing flour confectionery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 020

Understand how to process flour confectionery (pre-bake)

Outcome 1

Know how to pre-bake process flour confectionery

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why it is important to follow work instructions, product specifications or recipes throughout processing
2. describe how to seek advice and keep mixtures within specification
3. outline how to make process adjustments taking into account changes in:
 - ingredient performance
 - production timing
 - environmental conditions
4. describe methods used to ensure that processing is consistent and reliable
5. describe the specified method for loading and unloading trays in racks
6. outline the importance of cleaning and storing tins, trays and utensils to specified procedures

Unit 020

Understand how to process flour confectionery (pre-bake)

Outcome 2

Know how to maintain the quality of pre-bake flour confectionery

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to deal with time constraints and variations to conditions throughout processing
2. describe methods of minimising risks caused by breathing in or skin contact with ingredients or mixtures using:
 - personal protective clothing/equipment
 - working practices
3. describe the common sources of contamination during processing
4. describe how to avoid contamination during processing and what might happen if this is not done
5. describe the procedure for rejecting and isolating failed mixtures
6. describe the handling factors in processing which maintain mixture quality and performance

Unit 020

Understand how to process flour confectionery (pre-bake)

Outcome 3

Know how to report and document pre-bake quality issues

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to recognise and report mixtures or products that do not meet specification
2. describe paper or electronic documentation requirements and the importance of meeting them during processing
3. explain why it is important to use lines and methods of communication during processing

Unit 021

Oven-bake flour confectionery

Level: 2
Credit value: 3
UAN: F/601/4588

Unit aim

This unit supports workforce development for those who oven-bake flour confectionery in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for baking flour confectionery
2. Bake flour confectionery
3. Remove products for cooling and storage

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.206S Oven-bake flour confectionery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, oven-baking flour confectionery. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 021

Outcome 1

Oven-bake flour confectionery

Prepare for baking flour confectionery

Assessment Criteria

Practical Skills

The learner can:

1. check and adjust oven settings against instructions and specifications
2. check the condition of products available for baking
3. position racks to minimise the distance between them
4. avoid contamination of products when transferring trays

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the oven against instructions and specifications
2. transfer products from racks to the oven stock according to specified procedures
3. set the oven according to specified procedures and position products to meet production schedule needs
4. monitor the baking of products and operate dampers as required
5. re-position products within the oven as necessary and adjust oven settings to meet baking needs

Unit 021

Outcome 3

Oven-bake flour confectionery

Remove products for cooling and storage

Assessment Criteria

Practical Skills

The learner can:

1. draw products from the oven according to specified procedures
2. remove products from tins and trays
3. position baked products for cooling
4. store tins and trays
5. take action to isolate sub-standard products
6. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: J/601/4592

Unit aim

This unit supports workforce development for those who batch-finish flour confectionery in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Assemble and fill flour confectionery according to specifications and instructions
2. Glaze and decorate flour confectionery

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.207S Batch-finish flour confectionery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, batch-finishing flour confectionery. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 022

Outcome 1

Batch-finish flour confectionery

Assemble and fill flour confectionery according to specifications and instructions

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of products against instructions and specifications
2. assemble and position products in readiness for finishing
3. check the condition of fillings and depositing tools
4. load fillings into depositing tools
5. cut and fill products
6. take action to isolate sub-standard products

Unit 022
Outcome 2

Batch-finish flour confectionery
Glaze and decorate flour confectionery

Assessment Criteria

Practical Skills

The learner can:

1. identify tools required for glazing
2. prepare and apply glaze to products according to instructions and specification
3. identify and check the condition of decorative media and piping tools
4. apply decorative media to the surfaces of products according to instructions and specification
5. take action to isolate sub-standard products
6. operate within the limits of own authority and capabilities

Unit 023

Understand how to process flour confectionery (post-bake)

Level: 2
Credit value: 2
UAN: R/601/4594

Unit aim

This unit supports workforce development for those who use post-bake flour confectionery processes, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to post-bake process flour confectionery
2. Know how to maintain the quality of post-bake flour confectionery
3. Know how to report and document post-bake quality issues

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.208K Understand how to process flour confectionery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when post-bake processing flour confectionery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 023

Understand how to process flour confectionery (post-bake)

Outcome 1

Know how to post-bake process flour confectionery

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why it is important to follow work instructions, product specifications or recipes throughout processing
2. describe how to seek advice and keep products within specification
3. outline how to make process adjustments taking into account changes in:
 - production timing
 - environmental conditions
4. describe methods used to ensure that processing is consistent and reliable
5. describe the specified method for loading and unloading trays in racks
6. outline the importance of cleaning and storing tools and utensils to specified procedures

Unit 023

Understand how to process flour confectionery (post-bake)

Outcome 2

Know how to maintain the quality of post-bake flour confectionery

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to deal with time constraints and variations to conditions throughout processing
2. outline methods of minimising risks caused by breathing in or skin contact with finishing ingredients or mixtures using:
 - personal protective clothing/equipment
 - working practices
3. describe the common sources of contamination during processing
4. describe how to avoid contamination during processing and what might happen if this is not done
5. describe the procedure for rejecting and isolating failed products
6. describe the handling factors in processing which maintain product quality and performance

Unit 023

Understand how to process flour confectionery (post-bake)

Outcome 3

Know how to report and document post-bake quality issues

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to recognise and report finishing media or products that do not meet specification
2. describe paper or electronic documentation requirements and the importance of meeting the during processing
3. explain why it is important to use lines and methods of communication during processing

Level: 2
Credit value: 3
UAN: Y/601/4595

Unit aim

This unit supports workforce development for those who assemble and fill celebration cakes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Assemble, cut and trim bases of celebration cakes
2. Fill celebration cakes

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.2095 Assemble and fill celebration cakes.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, assembling and filling celebration cakes. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 024

Outcome 1

Assemble and fill celebration cakes

Assemble, cut and trim bases of celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of bases against instructions and specifications
2. assemble and position bases in readiness for decoration
3. trim bases using appropriate knives
4. dispose of waste trimmings or position these for recycling
5. take action to isolate sub-standard bases
6. identify and select tools for cutting bases and spreading fillings
7. cut assembled bases

Unit 024
Outcome 2

Assemble and fill celebration cakes
Fill celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check and adjust the condition of fillings for spreading
2. spread fillings according to instructions and specifications
3. mount filled bases onto base-boards securely and in the specified position
4. place mounted bases ready for the next stage in cake decoration
5. take action to isolate sub-standard bases
6. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: K/601/4598

Unit aim

This unit supports workforce development for those who assemble and fill celebration cakes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare to mask celebration cakes
2. Mask celebration cakes
3. Prepare to cover celebration cakes
4. Cover celebration cakes

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.2105 Mask and cover celebration cakes.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, masking and covering celebration cakes. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 025

Outcome 1

Mask and cover celebration cakes

Prepare to mask celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of bases against instructions and specifications
2. identify and select tools and equipment for masking
3. position bases for masking according to specified procedures

Unit 025
Outcome 2

Mask and cover celebration cakes
Mask celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. identify and adjust the condition of masking materials
2. mask bases according to specification, and place for the next stage in cake decoration
3. take action to isolate sub-standard bases

Unit 025

Outcome 3

Mask and cover celebration cakes

Prepare to cover celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of masked bases against instructions and specifications
2. identify and select tools and equipment for covering
3. position masked bases for covering according to specifications

Unit 025

Outcome 4

Mask and cover celebration cakes

Cover celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. identify and adjust the condition of covering materials
2. cover masked bases according to specification
3. place covered bases into drying position for specified time
4. take action to isolate sub-standard bases
5. operate within the limits of own authority and capabilities

Unit 026

Decorate celebration cakes

Level: 2
Credit value: 4
UAN: Y/601/4600

Unit aim

This unit supports workforce development for those who decorate celebration cakes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Pipe and spray celebration cakes
2. Apply decorations to celebration cakes

Guided learning hours

It is recommended that **21** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.21 1S Decorate celebration cakes.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, decorating celebration cakes. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 026

Outcome 1

Decorate celebration cakes

Pipe and spray celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of covered bases against instructions and specifications
2. select tools and equipment for decorating
3. position bases for decorating according to specifications
4. check and adjust the condition of decorative materials
5. pipe, crimp and spray bases according to specification
6. position bases ready for next stage of decoration
7. take action to isolate sub-standard bases

Unit 026

Outcome 2

Decorate celebration cakes

Apply decorations to celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of prepared bases against instructions and specifications
2. position masked bases for applying decorations according to specifications
3. select decorative materials and the tools and equipment for applying them
4. apply decorations to bases securely, according to specification
5. take action to isolate sub-standard bases
6. operate within the limits of own authority and capabilities

Unit 027

Provide accessories and store celebration cakes

Level: 2
Credit value: 2
UAN: D/601/4601

Unit aim

This unit supports workforce development for those who provide accessories and store celebration cakes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Provide accessories for celebration cakes
2. Protect celebration cakes
3. Store celebration cakes

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.212S Provide accessories and store celebration cakes.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, providing accessories and storing celebration cakes. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 027

Provide accessories and store celebration cakes

Outcome 1

Provide accessories for celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of celebration cakes against instructions and specifications
2. identify accessories required to accompany celebration cakes
3. source required accessories for celebration cakes
4. position accessories on or with celebration cakes, according to specifications
5. take action to isolate sub-standard celebration cakes

Unit 027

Provide accessories and store celebration cakes

Outcome 2

Protect celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of celebration cakes against instructions and specifications
2. assess the protection needs of celebration cakes
3. select the packaging and protective materials for celebration cakes
4. pack and protect celebration cakes to ensure safe storage and transport

Unit 027

Provide accessories and store celebration cakes

Outcome 3

Store celebration cakes

Assessment Criteria

Practical Skills

The learner can:

1. store celebration cakes for despatch according to specified procedures
2. take action to isolate sub-standard celebration cakes
3. operate within the limits of own authority and capabilities

Unit 028

Understand how to decorate celebration cakes

Level: 2
Credit value: 2
UAN: K/601/4603

Unit aim

This unit supports workforce development for those who understand how to decorate celebration cakes, in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to decorate celebration cakes
2. Know how to maintain the quality of celebration cakes

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.213K Understand how to decorate celebration cakes.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when decorating celebration cakes. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 028

Understand how to decorate celebration cakes

Outcome 1

Know how to decorate celebration cakes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to source and use instructions and specifications to check decoration requirements
2. explain the importance of following instruction, product specifications and recipes accurately during decoration
3. describe how to assemble bases and fill cakes without causing damage
4. describe how to maintain and adjust consistency of confectionery fillings for spreading and decorative materials
5. describe how to maintain and adjust consistency of masking and covering materials
6. describe how to source and obtain accessories to meet customers' needs

Unit 028

Understand how to decorate celebration cakes

Outcome 2

Know how to maintain the quality of celebration cakes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the common sources of contamination and damage to celebration cakes
2. describe how to avoid contamination during cake decoration and what might happen if this is not done
3. describe the procedure for rejecting and isolating failed semi-prepared and prepared celebration cakes
4. describe how to recognise and report cakes that do not meet specifications:
 - during decoration
 - on completion
5. describe how to protect, package and store celebration cakes according to specified procedures

Unit 029

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

Level: 2
Credit value: 2
UAN: H/601/4616

Unit aim

This unit supports workforce development for those who prepare and store savoury fillings and toppings in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare savoury fillings and toppings in food manufacture
2. Know how to store savoury fillings and toppings in food manufacture

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.225K Understand how to prepare and store savoury fillings and toppings in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and storing savoury fillings and toppings in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 029

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

Outcome 1

Know how to prepare savoury fillings and toppings in food manufacture

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the basic purpose of the mixing process for savoury fillings and toppings
2. describe the preparation techniques for:
 - meat
 - vegetables
 - cheese
 - herbs and spices
3. describe the cooking techniques for:
 - meat
 - vegetables
 - herbs and spices
4. outline the importance of not over-mixing or over-blending savoury fillings
5. outline how to report on the quality and quantity of fillings and toppings
6. outline how to arrange for the production of supplies to meet production needs

Unit 029

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

Outcome 2

Know how to store savoury fillings and toppings in food manufacture

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to avoid contamination during mixing and storing flour confectionery fillings and toppings
2. describe what might happen if contamination is not avoided during storage
3. outline how to maintain filling condition and deal with time constraints, in readiness for processing
4. describe how to recognise and report savoury fillings and toppings that do not meet specification
5. describe the procedure for rejecting and isolating sub-standard fillings and toppings

Level: 2
Credit value: 3
UAN: F/601/4610

Unit aim

This unit supports workforce development for those who control enrobing in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for enrobing according to specifications
2. Carry out enrobing according to specifications
3. Finish enrobing according to specifications and procedures

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.216S Control enrobing in food manufacture

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling enrobing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 030

Outcome 1

Control enrobing in food manufacture

Prepare for enrobing according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the availability of products for enrobing
2. set up enrobing machinery
3. start up enrobers and check that they are working to specification
4. deal with problems to maintain schedules
5. maintain communication throughout the process

Unit 030

Outcome 2

Control enrobing in food manufacture

Carry out enrobing according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. control the infeed of products for enrobing
2. control the progress of products during enrobing
3. control the output of enrobed products
4. deal with substandard or contaminated products
5. take action in response to operating problems within the limits of own authority
6. control the transfer of enrobed products to the next processing stage

Unit 030

Outcome 3

Control enrobing in food manufacture

Finish enrobing according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. shut down enrobers
2. remove and dispose of coatings and product remains
3. check that enrobers are ready for further use
4. communicate with others
5. complete all records and reports.

Unit 031

Understand how to temper chocolate

Level: 2
Credit value: 2
UAN: K/601/4617

Unit aim

This unit supports workforce development for those who understand how to temper chocolate in a chocolate business.

The unit is designed for use primarily by sweet confectionery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know the process of chocolate tempering
2. Know how to temper chocolate

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SC.106K Understand how to temper chocolate.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when tempering chocolate. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 031

Understand how to temper chocolate

Outcome 1

Know the process of chocolate tempering

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why tempering chocolate is important in the manufacture of chocolate products
2. describe the different methods of tempering chocolate in manufacturing
3. outline the processes involved in automated tempering and their purpose

Unit 031

Outcome 2

Understand how to temper chocolate

Know how to temper chocolate

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the difference between tempered and untempered chocolate, and the reason for this difference
2. outline the importance of controlling temperature during tempering
3. describe what would happen if temperature was not controlled adequately
4. outline why it is important to control the degree of temper and how this is achieved
5. explain the effect of using cocoa butter equivalents and substitute fats on the tempering process

Level: 2
Credit value: 2
UAN: T/601/4619

Unit aim

This unit supports workforce development for those who understand how to enrobe chocolate in a chocolate business.

The unit is designed for use primarily by sweet confectionery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know about the stages of enrobing chocolate
2. Know about controlling enrobing

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SC.107K Understand how to enrobe chocolate.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when enrobing chocolate. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 032

Outcome 1

Understand how to enrobe chocolate

Know about the stages of enrobing chocolate

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the stages involved in the enrobing process
2. describe why the sequence in which the different stages are performed is important
3. describe what the typical parts of an enrobing machine and their functions

Unit 032

Outcome 2

Understand how to enrobe chocolate

Know about controlling enrobing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how the enrobing process is affected by air temperature and what happens if it is not controlled
2. explain the affects of different centre types, shapes and temperatures on enrobing and what can happen if this is not controlled

Unit 033

Understand how to mould chocolate

Level: 2
Credit value: 2
UAN: K/601/4620

Unit aim

This unit supports workforce development for those who understand how to mould chocolate in a chocolate business.

The unit is designed for use primarily by sweet confectionery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to mould chocolate
2. Know how to de-mould chocolate

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SC.108K Understand how to mould chocolate.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when moulding chocolate. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 033

Outcome 1

Understand how to mould chocolate

Know how to mould chocolate

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of each of the:
 - processes involved in solid block and shell moulding
 - different types of moulding plants used
2. describe the comparative merits of materials used to make moulds
3. explain the importance of conditioning moulds prior to moulding and what would happen if this was not done
4. describe how to store moulds according to specified procedures and why this is important for the effectiveness of moulding

Unit 033

Outcome 2

Understand how to mould chocolate

Know how to de-mould chocolate

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how chocolate is de-moulded
2. outline why the consistency of the chocolate is important at the de-moulding stage

Unit 034

Understand how to cool chocolate after processing

Level: 2
Credit value: 2
UAN: M/601/4621

Unit aim

This unit supports workforce development for those who understand how to cool chocolate after processing in a chocolate business.

The unit is designed for use primarily by sweet confectionery operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to cool chocolate after processing
2. Know how to use cooling equipment in chocolate manufacture

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SC.109K Understand how to cool chocolate after processing.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when cooling chocolate after processing. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 034

Understand how to cool chocolate after processing

Outcome 1

Know how to cool chocolate after processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the cooling process and the importance of controlling it
2. state why temperature gradients are important in chocolate cooling
3. describe the relevance of dew-point and relative humidity in storing chocolate
4. describe the effects of uncontrolled humidity levels on the product

Unit 034

Understand how to cool chocolate after processing

Outcome 2

Know how to use cooling equipment in chocolate manufacture

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the relative merits of different types of coolers
2. describe why, when and how to use a temper-meter
3. describe which systems of heat exchange are used in cooling tunnels
4. outline problems that can occur in the cooling system and the actions that can be taken to rectify them

Unit 035

Divide, mould and shape fermented dough using automated processes

Level: 2
Credit value: 3
UAN: M/601/4540

Unit aim

This unit supports workforce development for those who divide, mould and shape fermented dough using automated processes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Divide fermented dough to specifications and instructions
2. Mould and shape fermented dough

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.105S Hand-divide, mould and shape fermented dough.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, dividing, moulding and shaping fermented dough using automated processes and equipment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 035

Divide, mould and shape fermented dough using automated processes

Outcome 1

Divide fermented dough to specifications and instructions

Assessment Criteria

Practical Skills

The learner can:

1. check the dough meets the specification and instructions
2. take action on discovering any discrepancy between dough and the specification
3. check the condition of dividing tools and the accuracy of equipment
4. divide dough using automated equipment
5. position divided dough portions for further processing

Unit 035

Divide, mould and shape fermented dough using automated processes

Outcome 2

Mould and shape fermented dough

Assessment Criteria

Practical Skills

The learner can:

1. check the portioned dough meets instructions and the specification
2. take action on discovering any discrepancy between portioned dough and the specification
3. prepare and maintain tools and equipment for moulding and shaping
4. mould and shape portioned dough using automated equipment
5. minimise waste and deal with scrap material
6. place dough in the specified condition and location for further processing
7. operate within the limits of own authority and capabilities

Unit 036

Prove dough products using automated processes

Level: 2
Credit value: 2
UAN: F/601/4543

Unit aim

This unit supports workforce development for those who prove dough products using automated processes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Prove dough products

Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.111S Retard and prove dough products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, retarding and proving dough products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 036

Prove dough products using automated processes

Outcome 1

Prove dough products

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of proving equipment
2. load proving equipment with fermented products, according to instructions and specifications
3. monitor proving equipment settings
4. minimise waste and deal with scrap material
5. unload proving equipment at the required time
6. position proved products ready for further processing
7. operate within the limits of own authority and capabilities

Unit 037

Oven-bake dough products using automated processes

Level: 2
Credit value: 3
UAN: J/601/4544

Unit aim

This unit supports workforce development for those who oven-bake dough products using automated processes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare for baking dough
2. Bake dough to specifications

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.114S Oven-bake dough products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, oven-baking dough products using automated processes. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 037

Oven-bake dough products using automated processes

Outcome 1

Prepare for baking dough

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the oven
2. check and adjust oven settings according to instructions and specifications
3. check the condition of dough products available for baking
4. dress and cut dough surfaces according to specification
5. take prompt action to isolate sub-standard dough products

Unit 037

Oven-bake dough products using automated processes

Outcome 2

Bake dough to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the oven
2. transfer dough products to the oven
3. set the oven and position dough products, according to instructions and specifications
4. monitor the baking of dough products
5. operate steam-injectors and dampers as required
6. re-position dough products within the oven as necessary to meet baking needs
7. adjust oven settings to meet specifications

Unit 038

Control product wrapping and labelling using automated processes

Level: 2
Credit value: 3
UAN: R/601/4546

Unit aim

This unit supports workforce development for those who control labelling using automated processes in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for wrapping and labelling according to specifications
2. Carry out wrapping and labelling according to specifications
3. Finish wrapping and labelling according to specified procedures

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.217S Control wrapping and labelling in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling wrapping and labelling, using automated processes, in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 038

Control product wrapping and labelling using automated processes

Outcome 1

Prepare for wrapping and labelling according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the availability of products for wrapping and labelling
2. select wrapping and packaging equipment and materials appropriate for products
3. set up machinery
4. start up machinery and check that it is working to specification
5. deal with problems to maintain schedules
6. maintain communication throughout the process

Unit 038

Control product wrapping and labelling using automated processes

Outcome 2

Carry out wrapping and labelling according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. control the infeed of products for wrapping and labelling
2. scan products for metal or other foreign bodies
3. control the progress of products during wrapping and labelling
4. control the output of products
5. deal with substandard or contaminated products
6. take action in response to operating problems within the remit of own authority
7. control transfer of products to the next processing stage

Unit 038

Control product wrapping and labelling using automated processes

Outcome 3

Finish wrapping and labelling according to specified procedures

Assessment Criteria

Practical Skills

The learner can:

1. check products are closed and sealed
2. shut down the machinery
3. remove and dispose of waste and by-products
4. check and ensure that machinery is ready for further use
5. communicate with others
6. complete all records and reports

Unit 039

Cool oven-baked dough products using automated processes

Level: 2
Credit value: 2
UAN: D/601/4548

Unit aim

This unit supports workforce development for those who cool oven-baked dough products using automated processes in a bakery business.

The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Cool baked products according to specifications
2. Complete cooling operations according to specifications

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.213S Control conditioning in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, cooling oven-baked dough products using automated processes. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 039

Cool oven-baked dough products using automated processes

Outcome 1

Cool baked products according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the operating condition of the cooler
2. transfer baked dough products to the cooler
3. check and adjust the cooler settings according to instructions and specifications
4. check the condition of baked dough products available for cooling
5. take prompt action to isolate sub-standard baked dough products

Unit 039

Cool oven-baked dough products using automated processes

Outcome 2

Complete cooling operations according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. position baked dough products for cooling
2. remove baked dough products from tins and trays
3. store tins and trays in the specified location
4. isolate sub-standard finished products
5. operate within the limits of own authority and capabilities

Level: 2
Credit value: 3
UAN: R/601/4613

Unit aim

This unit supports workforce development for those who control slicing in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for slicing according to specifications
2. Carry out slicing according to specifications
3. Finish slicing according to specifications and procedures

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.221S Control slicing and bagging in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling slicing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 040

Outcome 1

Control slicing in food manufacture

Prepare for slicing according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the availability of products for slicing
2. set up slicing machinery
3. start up slicers and check that they are working to specification
4. deal with problems to maintain schedules
5. maintain communication throughout the process

Unit 040

Outcome 2

Control slicing in food manufacture

Carry out slicing according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. control the infeed of products for slicing
2. control the progress of products during slicing
3. control the output of sliced products
4. deal with substandard or contaminated products
5. take action in response to operating problems within the limits of own authority
6. control the transfer of sliced products to the next processing stage

Unit 040

Outcome 3

Control slicing in food manufacture

Finish slicing according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. shut down slicers
2. remove and dispose of waste and product remains
3. check and ensure that slicers are ready for further use
4. communicate with others
5. complete all records and reports

Unit 041

Understand how to control processes in food manufacture

Level: 2
Credit value: 4
UAN: Y/601/4614

Unit aim

This unit supports workforce development for those who understand how to control processes, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know about the requirements for controlling processes
2. Know how to prepare control processes
3. Know how to carry out process control procedures
4. Know how to complete process control procedures

Guided learning hours

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.222K Understand how to control processes in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling processes in food manufacture It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 041 Understand how to control processes in food manufacture

Outcome 1 Know about the requirements for controlling processes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the purpose and importance of the process
2. describe how to obtain the necessary resources for the process
3. state what recording, reporting and communication is needed during processing
4. outline the importance of communication during process control
5. describe how to follow work instructions and why it is important to do so
6. state the limits of your own authority and competence and the importance of working within them
7. outline when and how to seek help

Unit 041

Understand how to control processes in food manufacture

Outcome 2

Know how to prepare control processes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state types and quantity of materials to use
2. state what equipment and tools to use and their correct condition
3. outline how to obtain and interpret the relevant process or ingredient specification
4. describe what action to take when the process specification is not met
5. describe how to carry out the necessary pre-start checks and why it is important to do so
6. describe how to follow the start-up procedures for the process and why it is important to do so

Unit 041

Understand how to control processes in food manufacture

Outcome 3

Know how to carry out process control procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the importance of following the relevant process control procedures and the importance of this
2. outline different ways to carry out the process
3. describe how to operate, regulate and shut down the relevant equipment
4. describe how to carry out the process in an efficient manner and why it is important to do so
5. list the common sources of contamination during processing and how to avoid these and describe what might happen if this is not done
6. outline the consequences of contamination in processing

Unit 041

Understand how to control processes in food manufacture

Outcome 4

Know how to complete process control procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to deal with items that can be recycled or re-worked
2. describe how to dispose of waste and why it is important to do so
3. state how to make equipment ready for future use

Level: 2
Credit value: 3
UAN: A/601/4606

Unit aim

This unit supports workforce development for those who control heat treatment in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to prepare for heat treatment according to specifications
2. Carry out heat treatment according to specifications
3. Finish heat treatment according to specifications and procedures

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.2085 Control heat treatment in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling heat treatment in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 042

Outcome 1

Control heat treatment in food manufacture

Be able to prepare for heat treatment according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check product specifications
2. set up equipment
3. make sure that material for heat treatment is available and fit for use
4. make sure that services meet requirements
5. start up the plant and check that it is running to specification
6. take action in response to operating problems
7. maintain communication throughout the process

Unit 042

Outcome 2

Control heat treatment in food manufacture

Carry out heat treatment according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. use equipment and make sure that it is supplied with appropriate materials and services
2. achieve required output
3. make sure the product is transferred to the next stage in the manufacturing operation
4. take action in response to operating problems within the limits of own responsibility
5. maintain communication

Unit 042

Outcome 3

Control heat treatment in food manufacture

Finish heat treatment according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. check the specifications to time shut-down accurately
2. shut down equipment
3. take action to deal with items that can be recycled or re-worked
4. dispose of waste
5. make equipment ready for future use after completion of the process
6. maintain effective communication
7. complete all records and reports

Level: 2
Credit value: 3
UAN: J/601/4608

Unit aim

This unit supports workforce development for those who control depositing in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for depositing according to specifications
2. Carry out depositing according to specifications
3. Finish depositing according to specifications and procedures

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.215S Controlling depositing in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling depositing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 043

Outcome 1

Control depositing in food manufacture

Prepare for depositing according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the availability of mixtures against specifications
2. set up machinery with the correct nozzles and attachments
3. start up machinery check that it is working to specification
4. check the condition of mixtures and load into hoppers
5. maintain communication throughout the process

Unit 043
Outcome 2

Control depositing in food manufacture
Carry out depositing according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. control the supply of clean trays or tins for depositing
2. control depositing machinery to produce individual portions
3. control the storage or racking of trays of deposited products
4. control the transfer of deposited products to the next progressing stage
5. take action in response to operating problems within the limits of own authority

Unit 043

Outcome 3

Control depositing in food manufacture

Finish depositing according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. check the specifications to time shut-down accurately
2. shut down the machinery
3. remove and dispose of unwanted mixtures
4. deal with waste mixtures for recycling
5. check and ensure that depositing machinery is ready for further use
6. communicate with others
7. complete all records and reports

6 Retail and service units

Unit 044

Prepare ingredients and store fillings and toppings in food manufacture

Level: 2
Credit value: 3
UAN: K/601/4570

Unit aim

This unit supports workforce development for those who prepare ingredients and store fillings and toppings in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare ingredients
2. Mix ingredients specifications
3. Store supplies and fillings and toppings

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.223S Prepare ingredients and store fillings and toppings in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace when preparing ingredients and storing fillings and toppings in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 044

Prepare ingredients and store fillings and toppings in food manufacture

Outcome 1

Prepare ingredients

Assessment Criteria

Practical Skills

The learner can:

1. select the required ingredients according to instructions and specifications
2. weigh and measure the required ingredients
3. isolate and report any sub-standard ingredients
4. obtain authority to source replacement supplies for sub-standard ingredients where necessary
5. wear the specified personal protective clothing and equipment throughout preparation and production operations

Unit 044

Prepare ingredients and store fillings and toppings in food manufacture

Outcome 2

Mix ingredients

Assessment Criteria

Practical Skills

The learner can:

1. select equipment, checking that it is fit for production needs
2. prepare and mix ingredients according to specifications
3. check that waste is minimised
4. deal with scrap material according to specified procedures

Unit 044

Prepare ingredients and store fillings and toppings in food manufacture

Outcome 3

Store supplies and fillings and toppings

Assessment Criteria

Practical Skills

The learner can:

1. select and check prepared fillings and toppings according to instructions and specifications
2. place prepared fillings and toppings in the specified condition and location
3. where required, label fillings and toppings, ready for further processing
4. monitor the quality of fillings and toppings against specifications
5. monitor the quantity of fillings and toppings against production needs
6. report any quality issues to the relevant people

Unit 045

Understand how to prepare and store sweet fillings and toppings in food manufacture

Level: 2
Credit value: 3
UAN: M/601/4571

Unit aim

This unit supports workforce development for those who prepare and store sweet fillings and toppings in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare sweet fillings and toppings in food manufacture
2. Know how to store sweet fillings and toppings in food manufacture

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.224K Understand how to prepare and store sweet fillings and toppings in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and storing sweet fillings and toppings in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 045

Understand how to prepare and store sweet fillings and toppings in food manufacture

Outcome 1

Know how to prepare sweet fillings and toppings in food manufacture

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the basic purpose of the mixing process for flour confectionery fillings and toppings
2. describe the procedure for rejecting and isolating sub-standard fillings and toppings
3. describe the personal protective equipment and working practices required when mixing flour confectionery fillings and toppings
4. outline how these personal protective equipment and working practices are useful in combating the potentially harmful effects of:
 - dust from ingredients
 - allergies from skin-contact with ingredients
5. describe how to report on the quality and quantity of fillings and toppings
6. describe how to arrange for the production of supplies to meet production needs

Unit 045

Understand how to prepare and store sweet fillings and toppings in food manufacture

Outcome 2

Know how to store sweet fillings and toppings in food manufacture

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how to avoid contamination during mixing and storing flour confectionery fillings and toppings
2. state what might happen if contamination is not avoided during storage
3. outline how to maintain filling condition and deal with time constraints, in readiness for processing
4. describe how to recognise and report flour confectionery fillings and toppings that do not meet specification

Level: 2
Credit value: 2
UAN: A/601/4573

Unit aim

This unit supports workforce development for those who bake off food products in a food production business.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Bake-off products for sale
2. Glaze and decorate bake-off products

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.2285 Bake off food products for sale.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, when baking off food products for sale. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 046

Outcome 1

Bake-off food products for sale

Bake-off products for sale

Assessment Criteria

Practical Skills

The learner can:

1. bake products to specification using required operational procedures
2. make sure that baked products meet the requirements of the production schedule and the product specification
3. check and confirm that products have been baked according to specifications
4. take action in line with operational requirements where products fail to meet the product specification
5. store products at the specified temperature for the next stage in the bakery process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. confirm that products are in the specified condition for glazing or decorating
2. make sure that finishing materials and methods conform to specification for texture, colour and temperature
3. confirm that glazed and decorated products conform to the product specification and are in the required position for the next stage in the bakery process
4. take action in line with operational requirements where finished products fail to meet the product specification
5. make sufficient glazed and decorated products available to meet production requirements
6. reclaim waste materials or dispose of them according to operational requirements

Unit 047

Understand how to bake-off food products for sale

Level: 2
Credit value: 2
UAN: J/601/4575

Unit aim

This unit supports workforce development for those who bake off food products in a food production business.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to bake-off food products
2. Know how to maintain quality of bake-off products

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.229K Understand how to bake off food products for sale.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when baking off food products for sale. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 047

Understand how to bake-off food products for sale

Outcome 1

Know how to bake-off food products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the factors that affect baking, including:
 - temperature
 - time
 - humidity
 - weight
 - shape
2. describe the basic changes to products during baking
3. outline the importance of specified cooling conditions
4. describe the types of finishing materials for bake-off products and their use
5. outline the key factors that affect the handling and application of glazes and decorative materials
6. outline the key features of legal and standard operational requirements, and how they affect each other and working practices

Unit 047

Understand how to bake-off food products for sale

Outcome 2

Know how to maintain quality of bake-off products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the assessment procedures for confirming quality
2. describe how to recognise products that fail to meet the specification
3. state the action that should be taken if products do not meet the required standards
4. describe the reporting procedures

Unit 048

Produce individual packs by hand in food operations

Level: 2
Credit value: 3
UAN: R/601/4580

Unit aim

This unit supports workforce development for those who produce individual packs by hand in a food business.

The unit is designed for use primarily by Operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare to produce packs by hand in food operations
2. Carry out production of packs by hand in food operations
3. Finish production of packs by hand in food operations

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.310S Produce individual packs by hand in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, producing individual packs by hand in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 048

Produce individual packs by hand in food operations

Outcome 1

Prepare to produce packs by hand in food operations

Assessment Criteria

Practical Skills

The learner can:

1. check packing specifications match the available product and packing materials temperature
2. check that the packing material is available
3. check that sufficient product is available shape
4. follow organisational procedures to deal with any problems

Unit 048

Produce individual packs by hand in food operations

Outcome 2

Carry out production of packs by hand in food operations

Assessment Criteria

Practical Skills

The learner can:

1. use lifting and handling procedures when carrying out production of individual packs
2. monitor the quality of packs being produced and follow organisational policy to report defects
3. meet time and quality targets for the production of individual packs
4. take positive actions to minimise waste

Unit 048

Produce individual packs by hand in food operations

Outcome 3

Finish production of packs by hand in food operations

Assessment Criteria

Practical Skills

The learner can:

1. dispose of surplus materials following the organisation's procedures
2. dispose of waste and scrap materials following the organisation's procedures
3. clear and clean the work area ready for future use when production is complete

Level: 2
Credit value: 2
UAN: L/601/8305

Unit aim

This unit supports workforce development for those who sell food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Establish customer needs
2. Satisfy customer needs
3. Process the sale of food and drink products

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.405S Sell food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, selling food products in a retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 049

Sell food products in a retail environment

Outcome 1

Establish customer needs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. greet the customer politely
2. find out what type and quantity of food and drink product the customer wants
3. offer suitable alternatives when food or drink products are unavailable or when the customer is undecided
4. show customers their selected products to confirm that they are what they want
5. wrap or pack the products

Unit 049

Outcome 2

Sell food products in a retail environment

Satisfy customer needs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. provide information to customers about the safe transport, storage and keeping of products, where this is requested or advisable
2. conduct the sale courteously, and at a pace which is appropriate to the needs of the customer and the trading conditions

Unit 049

Outcome 3

Sell food products in a retail environment

Process the sale of food and drink products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. confirm the price and the method of payment with the customer
2. process payment or credit according to company policy
3. keep payments and stock safe throughout transaction
4. report mistakes and problems to the relevant person and take action to correct
5. thank the customer and say goodbye politely

Unit 050

Understand how to sell food products in a retail environment

Level: 2
Credit value: 3
UAN: R/601/8306

Unit aim

This unit supports workforce development for those who sell food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to establish the customer's needs
2. Know how to satisfy the customer's needs
3. Know how to process and complete the sale of food and drink products

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.406K Understand how to sell food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, selling food products in a retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 050

Understand how to sell food products in a retail environment

Outcome 1

Know how to establish the customer's needs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why it is important to confirm the exact quantities, type and quality of food and drink products the customer wants
2. outline the importance of working within the customer's price range

Unit 050

Understand how to sell food products in a retail environment

Outcome 2

Know how to satisfy the customer's needs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the importance of customer service to retail operations
2. state why it is important to provide suitable alternatives when the customer's first choice cannot be met and what alternatives can be offered
3. describe why it is important not to cause conflict as a result of the customer's change of mind
4. state when to provide supporting information about the safe transport, storage and keeping of food and drink products

Unit 050

Understand how to sell food products in a retail environment

Outcome 3

Know how to process and complete the sale of food and drink products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the company procedures for dealing with methods of payment available to customers
2. describe ways to keep payments and stock safe
3. explain what legal tender is
4. outline the basic trading rights of the customer and trader
5. describe the process of taking customer orders for products not in stock
6. state the limits of own authority and the consequences of operating outside these limits
7. outline the importance of communication and the implications of not communicating effectively

Level: 3
Credit value: 4
UAN: D/601/5280

Unit aim

This unit supports workforce development for those who maximise sales in a food business. The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Identify opportunities to increase retail sales through promotions and displays
2. Organise the promotion and display of food and drink products for sale
3. Promote food and drink products to customers

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.4075 Maximise sales of food products in a food retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, maximising sales in a food retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 051

Outcome 1

Maximise sales in a food retail environment

Identify opportunities to increase retail sales through promotions and displays

Assessment Criteria

Practical Skills

The learner can:

1. use current and recent performance, and other relevant information to identify opportunities to increase sales
2. plan promotions and displays and communicate and agree these plans with the relevant people
3. encourage staff to identify potential opportunities to increase retail sales
4. organise promotional materials and ensure product availability
5. inform colleagues and staff of plans in advance

Unit 051

Outcome 2

Maximise sales in a food retail environment

Organise the promotion and display of food and drink products for sale

Assessment Criteria

Practical Skills

The learner can:

1. ensure that materials and equipment are clean, safe and in working order before use
2. organise sufficient resources to complete display requirements
3. explain the promotion's purpose and the display standards clearly to staff
4. organise handling and display of products within the required time limits to avoid presentation risks of contamination or damage
5. ensure the completed presentation fulfils the requirements of the promotional plan
6. select accurate and legal product/service information and ensure it is positioned to promote the products/services effectively to customers

Unit 051
Outcome 3

Maximise sales in a food retail environment
Promote food and drink products to customers

Assessment Criteria

Practical Skills

The learner can:

1. provide customers with information about promotions in a manner which maximises sales
2. identify and carry out actions which offer the greatest potential for converting promotions into sales

Unit 052

Maintain displays and assess effectiveness of promotions in a food retail environment

Level:	3
Credit value:	4
UAN:	J/601/5290

Unit aim

This unit supports workforce development for those who maintain displays and assess effectiveness of promotions in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Ensure food and drink displays are maintained
2. Ensure prices are updated and accurate
3. Assess the effectiveness of promotions

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.407S Maximise sales of food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, maintaining displays and assessing effectiveness of promotions in a food retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 052

Maintain displays and assess effectiveness of promotions in a food retail environment

Outcome 1

Ensure food and drink displays are maintained

Assessment Criteria

Practical Skills

The learner can:

1. identify adjustments and modifications to improve the presentation of products and promotional material
2. communicate modifications to the relevant people
3. take remedial action upon encountering security risks or hazards to health and safety of customers, staff or stock
4. implement procedures for maintaining the availability, condition and quality of products for sale
5. monitor procedures to check their effectiveness
6. deal with out-of-date or deteriorating stock in ways which are consistent with organisational policy and legislation
7. ensure that stock replenishment plans are relevant in terms of current demand, projected changes in the level of demand and known other factors

Unit 052

Maintain displays and assess effectiveness of promotions in a food retail environment

Outcome 2

Ensure prices are updated and accurate

Assessment Criteria

Practical Skills

The learner can:

1. routinely monitor price-marking, identifying problems with the displayed prices and take appropriate corrective action
2. make up-to-date price information available to relevant staff at the specified time
3. collect, collate and record information on price changes
4. identify potential legal problems in the pricing procedures and report to the relevant people as appropriate

Unit 052

Maintain displays and assess effectiveness of promotions in a food retail environment

Outcome 3

Assess the effectiveness of promotions

Assessment Criteria

Practical Skills

The learner can:

1. select assessment criteria and methods which are valid and fair and meet organisational requirements
2. make comprehensive assessments which take account of the accuracy and legibility of pricing information and the appearance and condition of stock, fixtures and fittings
3. invite staff to contribute to the assessment in a way that encourages constructive participation
4. keep pricing and promotional records
5. report assessment findings and any suggestions for improvement to the relevant people

Unit 053

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

Level: 3
Credit value: 3
UAN: R/601/5292

Unit aim

This unit supports workforce development for those who understand how to maximise sales of food products in a retail environment, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to confirm with required standards for displaying goods
2. Know how to deal with problems in displaying goods
3. Know how to assess and monitor displays

Guided learning hours

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.408K Understand how to maximise sales of food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maximising sales of food products in a retail environment. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 053

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

Outcome 1

Know how to conform with required standards for displaying goods

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why it is important to check the accuracy and legal probity of information and how to check this information
2. detail rights, duties and responsibilities relating to the Sale of Goods Act
3. define the organisation's display standards
4. explain the advantages and disadvantages of different price marking methods
5. describe the types of product to which different price marking methods are appropriate, and how to implement them
6. explain pricing policy and price changes and sources of information on prices
7. define the legal requirements to be met in pricing goods for sale

Unit 053

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

Outcome 2

Know how to deal with problems in displaying goods

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why it is important to take corrective action promptly when problems with pricing are identified
2. describe the causes of stock deterioration and damage and how these impact upon products
3. explain procedures for:
 - stock replenishment
 - stock rotation
 - stock monitoring
 - dealing with sub-standard goods

Unit 053

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

Outcome 3

Know how to assess and monitor displays

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to collect, collate, record and monitor pricing information and why it is important to do this
2. describe how to select and implement appropriate assessment methods for the promotion/display and why this is important
3. describe how to keep records and why it is important to do this

Unit 054

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

Level: 3
Credit value: 3
UAN: D/601/5294

Unit aim

This unit supports workforce development for those who understand how to plan to maximise sales of food products in a retail environment, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to identify sales and demand
2. Know how to plan promotions
3. Know how to construct displays

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.408K Understand how to maximise sales of food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning to maximise sales of food products in a retail environment. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 054

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

Outcome 1

Know how to identify sales and demand

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to identify and assess sales opportunities
2. explain how seasonal trends affect opportunities for sales
3. outline trends in the level of demand
4. describe the relationship between using promotions and displays and increasing sales
5. explain how to promote products in ways that gain and build customer interest

Unit 054

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

Outcome 2

Know how to plan promotions

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to plan promotions, including the type and quantity of resources required
2. communicate promotional plans to others
3. describe how to promote the features and benefits of products
4. describe required pricing, appearance and condition of goods
5. explain how to brief staff, using methods appropriate to the subject and target group
6. describe how to encourage constructive participation from staff on the promotion/display
7. explain how to plan for and use displays, including:
 - space required
 - timescales
 - set up
8. outline the standards of cleaning and preparation required for the display

Unit 054

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

Outcome 3

Know how to construct displays

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the purpose and effectiveness of different types of displays
2. describe what product/service information to use
3. explain how the positioning of information influences its effectiveness in promoting products or services
4. outline the availability and location of stock and other resources
5. explain the procedure for obtaining promotional materials

Level: 2
Credit value: 3
UAN: Y/601/8307

Unit aim

This unit supports workforce development for those who display food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare to display food and drink products
2. Label displays of food and drink products
3. Arrange and maintain food and drink products for display
4. Empty and clean the food and drink product display

Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.409S Display food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, displaying food products in a retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 055
Outcome 1

Display food products in a retail environment
Prepare to display food and drink products

Assessment Criteria

Practical Skills

The learner can:

1. check that the display area, equipment and accessories are clean and take prompt action on finding any problems
2. assemble and check products and additional materials and prepare them for use
3. check the food and drink products available for display and estimate the quantities required
4. select the products which are most suitable to display with regard to shelf-life, demand, appeal and promotional requirements
5. prepare the display to ensure maximum appeal and to comply with food safety requirements

Unit 055
Outcome 2

Display food products in a retail environment
Label displays of food and drink products

Assessment Criteria

Practical Skills

The learner can:

1. confirm requirements for labelling products with the relevant people
2. confirm that label information is correct and check with the relevant people that it conforms to legal and standard operational requirements
3. position labels for products
4. ensure that labels are legible, visible to customers, and securely positioned in the specified place

Unit 055

Outcome 3

Display food products in a retail environment

Arrange and maintain food and drink products for display

Assessment Criteria

Practical Skills

The learner can:

1. check and take steps to ensure that the display area meets the requirements of hygiene and food safety
2. transfer products safely to the display area according to instructions and specifications
3. arrange and replace food and drink products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and food safety
4. reposition and reorganise the position of products and accessories to accommodate product unavailability to maintain presentation and to meet trading conditions
5. monitor displays according to instructions and specifications
6. carry out emergency cleaning procedures
7. take action to address any product or display-related problem

Unit 055
Outcome 4

Display food products in a retail environment
Empty and clean the food and drink product display

Assessment Criteria

Practical Skills

The learner can:

1. withdraw products from the display according to instructions and store according to specified procedures
2. identify and select the appropriate cleaning materials for display equipment and accessories
3. clean display surfaces, equipment and accessories
4. safely store cleaning materials for further use
5. take action to address any display, cleaning or product related problems

Unit 056

Understand how to display food products in a retail environment

Level: 2
Credit value: 2
UAN: D/601/8308

Unit aim

This unit supports workforce development for those who understand how to display food products in a retail environment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare to create food product displays
2. Know how to create a food and drink display
3. Know the importance of labelling in food and drink displays
4. Know how to monitor and maintain food and drink displays
5. Know how to deal with problems in displaying products

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.410K Understand how to display food products in a retail environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when displaying food products in a retail environment. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 056

Understand how to display food products in a retail environment

Outcome 1

Know how to prepare to create food product displays

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to source product specifications and display information
2. describe the ways and the importance of reviewing the display area before assembling materials for the display
3. describe ways and the importance of estimating the quantities and size of products to be used for display
4. explain why it is important to select food and drink products for display to suit specific objectives
5. state the controls involved in the display of food and drink products

Unit 056

Understand how to display food products in a retail environment

Outcome 2

Know how to create a food and drink display

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the basic principles for display and presentation of food and drink products
2. describe how to use assembly and dismantling equipment safely
3. describe what accessories can and should be used for effective displays
4. outline types of products offered for sale and their ingredients

Unit 056

Understand how to display food products in a retail environment

Outcome 3

Know the importance of labelling in food and drink displays

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why labelling is important
2. outline the key features of legal and operational requirements for labelling
3. describe how to position labels to give correct information why that is important
4. describe how to check labelling information against product specification and sales details

Unit 056

Understand how to display food products in a retail environment

Outcome 4

Know how to monitor and maintain food and drink displays

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why displays may change as part of the maintenance process
2. explain why stock rotation is important
3. describe the types and purposes of cleaning materials appropriate for display equipment and accessories
4. describe the safe handling procedures and application of cleaning materials for display equipment and accessories
5. describe how to access and interpret the cleaning schedule for display equipment and accessories

Unit 056

Understand how to display food products in a retail environment

Outcome 5

Know how to deal with problems in displaying products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the contingencies for display equipment and accessory failure
2. describe how to recognise and report products that do not meet specification
3. state the procedure for rejecting and isolating failed products

Unit 057

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

Level: 2
Credit value: 2
UAN: D/601/4582

Unit aim

This unit supports workforce development for those who preparing to provide a counter/take away service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare work areas and equipment according to Standard Operating Procedures (SOPs)
2. Clear work areas and equipment according to Standard Operating Procedures

Guided learning hours

It is recommended that **4** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.501S Prepare and clear areas for counter/take-away service.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, preparing to provide a counter/take away service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 057

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

Outcome 1

Prepare work areas and equipment according to Standard Operating Procedures (SOPs)

Assessment Criteria

Practical Skills

The learner can:

1. check that the work area and equipment are food safe and ready for use
2. check that sufficient stocks of service items are available for use
3. switch on appropriate service equipment in time to reach the recommended operating temperature
4. prepare and display condiments and accompaniments ready for service according to SOP
5. display promotional materials ready for customer use
6. check that refuse and waste food containers are clean and ready for use
7. display food immediately before service

Unit 057

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

Outcome 2

Clear work areas and equipment according to Standard Operating Procedures

Assessment Criteria

Practical Skills

The learner can:

1. clean service equipment and work area after use
2. assemble any reusable items from the food service for cleaning or storage
3. store unused condiments and accompaniments for future use
4. dispose of rubbish, used disposables and waste food

Unit 058

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

Level: 2
Credit value: 2
UAN: J/601/4589

Unit aim

This unit supports workforce development for those who understand how to prepare to operate a counter/take away service in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)
2. Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.502K Understand how to prepare to operate a counter-take away service in food operations.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to prepare to operate a counter/take away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 058

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

Outcome 1

Know how to prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of food safe working and practices when preparing work areas and equipment
2. describe the importance of having the correct equipment available for service
3. state why waste must be handled and disposed of correctly
4. outline the importance of maintaining presentation standards in the display of food
5. describe the importance of displaying hot and cold food according to SOPs
6. describe the importance of checking expiry dates on appropriate food and drink items
7. state why promotional materials should be checked before use
8. describe the types of unexpected situations that may occur when preparing areas and how to deal with these

Unit 058

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

Outcome 2

Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of the food safe working practices when clearing work areas and equipment
2. state why certain electrical and gas equipment should be turned off after service
3. state why waste must be handled and disposed of correctly
4. detail reasons for returning all perishable food and drink items to the kitchen and storage area immediately after service
5. describe why all service areas should be left clean after service
6. describe the types of unexpected situations that may occur when clearing areas and how to deal with these

Unit 059

Operate a counter/take-away service in food operations

Level: 2
Credit value: 2
UAN: F/601/4591

Unit aim

This unit supports workforce development for those who operate a counter/take away service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Provide customers with a counter/take-away service according to Standard Operating Procedures (SOPs)
2. Maintain work areas and equipment according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **4** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.503S Operate a counter/take-away service in food operations.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, operating a counter/take away service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 059

Operate a counter/take-away service in food operations

Outcome 1

Provide customers with a counter/take-away service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. provide customers with information that meets their needs and promotes the organisation's products and services
2. find out what the customers needs are, informing them about any waiting time
3. process the order promptly
4. serve food and drink items at the recommended temperatures
5. make sure there are appropriate condiments and accompaniments available for customers

Unit 059

Operate a counter/take-away service in food operations

Outcome 2

Maintain work areas and equipment according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. keep the work area tidy, hygienic and free from rubbish and food debris during service
2. maintain enough stocks of clean service items
3. restock with food and drink items when necessary
4. display and store food and drink items
5. clear the work area of used service items
6. dispose of rubbish, used disposable items and food waste as required

Unit 060

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

Level: 2
Credit value: 2
UAN: D/601/4596

Unit aim

This unit supports workforce development for those who understand how to operate a counter/take away service in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to provide customers with a counter/take-away service according to Standard Operating Procedures (SOPs)
2. Know how to maintain work areas and equipment according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.504K Understand how to provide a counter/take-away service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to operate a counter/take away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 060

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

Outcome 1

Know how to provide customers with a counter/take-away service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of food safe working practices for serving customers at the counter
2. detail the importance of using separate serving equipment for each food item
3. describe the importance of serving food and drink items at the correct temperature
4. state why portions must be controlled when serving customers
5. state why information given to customers must be accurate
6. describe the types of unexpected situations that may occur when serving customers and how to deal with these

Unit 060

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

Outcome 2

Know how to maintain work areas and equipment according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the food safe working practices for cleaning and why these are important
2. state why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout service
3. state why waste must be handled and disposed of correctly
4. outline why a constant stock of service items should be maintained
5. describe the types of unexpected situations that may occur when clearing away and how to deal with these

Unit 061

Prepare to operate a table/tray service in food operations

Level: 2
Credit value: 2
UAN: M/601/4599

Unit aim

This unit supports workforce development for those who prepare to operate a table/tray service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)
2. Clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **4** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.505S Prepare and clear areas for table/tray service

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, preparing to operate a table/tray service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements

Unit 061

Prepare to operate a table/tray service in food operations

Outcome 1

Prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Practical Skills

The learner can:

1. check that service areas and equipment are ready for use, including tables and trays
2. check that sufficient stock of service items are ready for use
3. prepare condiments and accompaniments ready for use and store them safely
4. check that refuse and waste food containers are hygienic, empty and ready for use
5. check that menus and promotional items are ready for use

Unit 061

Prepare to operate a table/tray service in food operations

Outcome 2

Clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Practical Skills

The learner can:

1. collect all service items for cleaning or storage
2. prepare used or soiled table linen for laundry or disposal
3. store food items, condiments and accompaniments
4. dispose of rubbish and waste food
5. ensure that service equipment, work areas and dining furniture are ready for future use

Unit 062

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

Level: 2
Credit value: 2
UAN: H/601/4602

Unit aim

This unit supports workforce development for those who understand how to prepare to operate a table/tray away service in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)
2. Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.506K Understand how to prepare to operate a table/tray service in food operations.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to prepare to operate a table/tray away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 062

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

Outcome 1

Know how to prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the food safe working practices for preparing service areas and equipment
2. detail the standard operating procedures (SOPs) for serving food and drink
3. state why waste must be handled and disposed of correctly
4. state why condiments and accompaniments should be prepared ready for service
5. state when to prepare service areas and equipment
6. state why menus and promotional items should be checked before use
7. outline why a constant stock of food service items should be maintained
8. describe the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these

Unit 062

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

Outcome 2

Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the safe and hygienic working practices for clearing dining and service areas
2. detail why all food service areas should be left clean after service
3. state why certain electrical equipment should be turned off after service
4. describe the types of unexpected situations that may occur when clearing areas after service and how you should deal with these

Unit 063

Operate a table/tray service in food operations

Level: 2
Credit value: 2
UAN: M/601/4604

Unit aim

This unit supports workforce development for those who operate a table/tray service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Provide customers with information and process orders according to Standard Operating Procedures (SOPs)
2. Serve customers according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **4** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.5075 Operate a table/tray service in food operations.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, operating a table/tray service in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 063

Operate a table/tray service in food operations

Outcome 1

Provide customers with information and process orders according to Standard Operating Procedures (SOPs)

Assessment Criteria

Practical Skills

The learner can:

1. help customers with dining arrangements according to the service style
2. make sure customers have access to the correct menus and information
3. answer questions customers may have giving them information which meets their needs and promotes the organisation's products and services
4. record and process the customers' orders

Unit 063

Operate a table/tray service in food operations

Outcome 2

Serve customers according to Standard Operating Procedures (SOPs)

Assessment Criteria

Practical Skills

The learner can:

1. serve the customers with correct orders
2. provide customers with the service items, condiments and accompaniments appropriate to their food
3. serve food and drink items with clean, hygienic and undamaged equipment of the appropriate type
4. keep customer dining and service areas tidy, hygienic and free from rubbish and food debris
5. clear customer dining areas of soiled and unused service items at the appropriate times
6. maintain sufficient stocks of clean service items, condiments and accompaniments throughout the service

Unit 064

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

Level: 2
Credit value: 2
UAN: T/601/4605

Unit aim

This unit supports workforce development for those who understand how to operate a table/tray away service in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare work areas and equipment ready for service according to Standard Operating Procedures (SOPs)
2. Know how to clear dining and service areas after service according to Standard Operating Procedures (SOPs)

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.508K Understand how to provide a table/tray service.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to operate a table/tray away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 064

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

Outcome 1

Know how to provide customers with information and process orders according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline Standard Operating Procedures for
 - customer care
 - service style
 - greeting and seating customers
 - food safe working practices and their importance
2. state why information given to customers must be accurate
3. detail the importance of taking customer orders accurately, and how to check them
4. detail the importance of promoting the service to customers
5. detail which condiments and accompaniments go with each dish
6. describe the importance of using the appropriate equipment when serving food and drink items to customers
7. state the importance of checking that food service equipment is ready for use
8. describe the types of unexpected situations that may occur when taking orders and serving food, and how to deal with these

Unit 064

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

Outcome 2

Know how to serve customers according to Standard Operating Procedures (SOPs)

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of food safe working practices for maintaining dining and service areas
2. detail why dining and service areas must be kept tidy and free from rubbish and food debris
3. state how to handle and dispose of waste
4. state why a constant stock of table and service items should be maintained

Level: 2
Credit value: 3
UAN: F/601/4607

Unit aim

This unit supports workforce development for those who finish bake-off products in a food processing business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare to finish bake-off product
2. Carry out finishing of bake-off products
3. Complete finishing of bake-off products

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.711S Finish bake-off products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, finish bake-off products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 065

Outcome 1

Finish bake-off products

Prepare to finish bake-off product

Assessment Criteria

Practical Skills

The learner can:

1. identify the finishing to be used on the bake-off product
2. obtain finishing and ensure it is fit for use
3. obtain the tools and equipment required to apply finishing
4. obtain bake-off products to be finished and ensure they are fit for use
5. maintain food-safe working conditions

Unit 065

Outcome 2

Finish bake-off products

Carry out finishing of bake-off products

Assessment Criteria

Practical Skills

The learner can:

1. apply finishing to bake-off product according to product specification
2. maintain the condition of the work-station throughout the process
3. ensure that the required amount of finishing is applied to the bake-off product
4. take action when the wrong amount of finishing is used
5. keep bake-off product in saleable condition while finishing

Unit 065

Outcome 3

Finish bake-off products

Complete finishing of bake-off products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. ensure that the finished bake-off product is acceptable for display purposes based on company requirements
2. place finished products that meet specifications in a suitable storage area
3. follow set procedures to deal with products that do not meet specifications
4. dispose of waste materials according to set procedures
5. clean tools and equipment and put them away
6. maintain food-safe working conditions

Level: 2
Credit value: 2
UAN: J/601/4611

Unit aim

This unit supports workforce development for those who finish bake-off products in a food business.

The unit is designed for use primarily by operators and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare to finish bake-off products
2. Know how to finish bake-off products
3. Know how to complete finishing of bake-off products

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.712K Understand how to finish bake-off products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, finishing bake-off products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 066

Outcome 1

Understand how to finish bake-off products

Know how to prepare to finish bake-off products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the company's food safety management procedures and the reasons for following them while finishing bake-off products
2. describe the facilities required to carry out finishing of bake-off products
3. describe how to prepare the facilities used for finishing bake-off products
4. describe how to select the required finishing
5. describe how to select the appropriate tools and equipment for applying a finishing
6. describe how to assess the quality of materials used in finishing bake-off products

Unit 066

Outcome 2

Understand how to finish bake-off products

Know how to finish bake-off products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why presentation is important in finishing bake-off products
2. describe how to assess the saleability of finished bake-off products
3. state the reasons for following safe working practices

Unit 266

Outcome 3

Understand how to finish bake-off products

Know how to complete finishing of bake-off products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to store finished bake-off products
2. describe how to dispose of waste and explain why it is important to do so
3. describe the importance of and how to carry out:
 - recording
 - reporting
 - communication

Unit 067

Assemble and process products for food service

Level: 2
Credit value: 2
UAN: D/601/4615

Unit aim

This unit supports workforce development for those who assemble and process products for food service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Assemble service products according to specifications and instructions
2. Process service products according to specifications and instructions

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.511S Assemble and process products for food service.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, assembling and processing products for food service. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 067

Assemble and process products for food service

Outcome 1

Assemble service products according to specifications and instructions

Assessment Criteria

Practical Skills

The learner can:

1. ensure the working area is clean and in the correct condition for use
2. identify and select fillings
3. assemble service products to specification to meet customers' needs
4. ensure that working practices minimise waste and that scrap material is dealt with according to specified procedures
5. position assembled products for further processing
6. take action on discovering any problems or variances

Unit 067

Assemble and process products for food service

Outcome 2

Process service products according to specifications and instructions

Assessment Criteria

Practical Skills

The learner can:

1. check the condition of assembled products accordingly
2. check the operating condition of processing equipment
3. process assembled products to specification to meet customers' needs
4. maintain the condition of processed products
5. position processed products for further processing
6. take action on discovering any problems or variances

Unit 068

Understand how to assemble and process products for food service

Level: 2
Credit value: 2
UAN: M/601/4618

Unit aim

This unit supports workforce development for those who assemble and process products in a food service business.

The unit is designed for use primarily by food service operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know what the requirements are for the assembly and processing of food service products
2. Know how to maintain high standards of quality in food service products

Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.512K Understand how to assemble and process products for food service.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assembling and processing products for food service. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 068

Understand how to assemble and process products for food service

Outcome 1

Know what the requirements are for the assembly and processing of food service products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to source and read product specifications and recipe information
2. outline the specified use of processing techniques for service products
3. describe why consistent assembly for portion control is important

Unit 068

Understand how to assemble and process products for food service

Outcome 2

Know how to maintain high standards of quality in food service products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the common factors affecting the quality of service products
2. describe the common sources of service product contamination during assembly and processing
3. outline how to avoid contamination during assembly and processing
4. describe what might happen if contamination is not avoided
5. describe how to recognise and report service products that do not meet specification
6. state the procedure for rejecting and isolating sub-standard service products

7 Support operations units

Unit 069

Monitor food hygiene standards using rapid test methods in operations

Level: 2
Credit value: 3
UAN: F/601/8303

Unit aim

This unit supports workforce development for those who monitor food hygiene standards using rapid test methods in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare documentation, equipment and samples for testing
2. Conduct tests and record results

Guided learning hours

It is recommended that **19** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.1305 Monitor food hygiene standards using rapid test methods.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, monitoring food hygiene standards using rapid test methods in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 069

Monitor food hygiene standards using rapid test methods in operations

Outcome 1

Prepare documentation, equipment and samples for testing

Assessment Criteria

Practical Skills

The learner can:

1. confirm availability of correct documentation equipment and resources, and ensure that they are ready for use
2. identify and report unserviceable equipment
3. calibrate testing equipment
4. confirm area to be sampled and check for safety
5. check the integrity of the samples

Unit 069

Monitor food hygiene standards using rapid test methods in operations

Outcome 2

Conduct tests and record results

Assessment Criteria

Practical Skills

The learner can:

1. handle samples safely using aseptic techniques
2. follow standard operating procedures to carry out tests
3. record relevant information and data
4. interpret results using positive and negative controls
5. identify potential false positive results
6. record, investigate and report deviations in results to the relevant person
7. follow standard operating procedures to record test data

Unit 070

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

Level: 2
Credit value: 2
UAN: J/601/8304

Unit aim

This unit supports workforce development for those who understand the use of rapid food hygiene test methods, in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare equipment for rapid food hygiene testing
2. Know how to conduct rapid food hygiene tests
3. Know about the recording and reporting procedures for tests

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve National Occupational Standards knowledge unit FS.131K Understand the use of rapid food hygiene test methods.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when using rapid food hygiene test methods in operations or animal feed production. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 070

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

Outcome 1

Know how to prepare equipment for rapid food hygiene testing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the health and safety requirements for testing, including personal protective equipment required
2. describe how to prepare testing equipment
3. outline the features and limitations of testing equipment
4. explain how to calibrate equipment
5. explain the importance of ensuring the serviceability, safety and fitness for purpose of equipment
describe the importance of reporting defective equipment
6. identify suitable testing areas and the procedures for preparation and testing

Unit 070

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

Outcome 2

Know how to conduct rapid food hygiene tests

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of standard operating procedures to quality control
2. outline the correct procedures and methods of testing
3. explain the methods of safe storage and sample preparation
4. describe the safe disposal methods of testing materials
5. explain how to assess hygiene standards against company specifications

Unit 070

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

Outcome 3

Know about the recording and reporting procedures for tests

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to calculate test results and how to avoid and detect false positive results
2. outline how to access and interpret quality standards and determine acceptable levels of tolerance
3. describe why it is important to keep records of assessment and findings
4. describe the reporting procedures and how to make recommendations for corrective action in the event of product non-compliance

Unit 071

Lift and handle materials safely in food operations

Level: 2
Credit value: 2
UAN: T/601/8301

Unit aim

This unit supports workforce development for those who lift and handle materials safely in a food business.

The unit is designed for use primarily by Operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Follow lifting and handling instructions
2. Operate handling equipment
3. Transport materials safely

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit HS.104S Lift and handle materials safely in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, lifting and handling materials safely in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 071

Lift and handle materials safely in food operations

Outcome 1

Follow lifting and handling instructions

Assessment Criteria

Underpinning Knowledge

The learner can:

1. wear personal protective equipment
2. follow organisations standards and instruction on health and safety, food safety and environmental safety
3. assess risks to yourself, others and products before lifting and handling
4. use the specified lifting and handling techniques
5. seek assistance when required

Unit 071

Lift and handle materials safely in food operations

Outcome 2

Operate handling equipment

Assessment Criteria

Underpinning Knowledge

The learner can:

1. ensure that handling equipment is fit for use
2. return handling equipment to the specified place after use

Unit 071

Lift and handle materials safely in food operations

Outcome 3

Transport materials safely

Assessment Criteria

Underpinning Knowledge

The learner can:

1. ensure that materials are of the specified quantity and quality
2. use the specified transport routes for moving materials
3. avoid injury to self and others
4. complete all records

Unit 072

Understand how to lift and handle materials safely in food operations

Level: 2
Credit value: 2
UAN: A/601/8302

Unit aim

This unit supports workforce development for those who need to understand how to lift and handle materials safely in a food business.

The unit is designed for use primarily by Operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the health and safety standards for lifting, moving and handling materials
2. Knows how to move and handle materials
3. Know the limits of ones authority and communication methods

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit HS.105K Understand lifting and handling materials safely in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when lifting and handling materials safely in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 072

Understand how to lift and handle materials safely in food operations

Outcome 1

Know the health and safety standards for lifting, moving and handling materials

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the health and safety, and food safety standards for moving and handling materials
2. state the importance of following relevant health and safety and food safety standards
3. state the importance of wearing the appropriate personal protective equipment
4. state the importance of using the specified manual handling techniques
5. state safe lifting limits for yourself and any equipment that you use
6. outline the safety checks to be carried out on lifting equipment
7. state the importance of carrying out safety checks on lifting equipment

Unit 072

Understand how to lift and handle materials safely in food operations

Outcome 2

Know how to move and handle materials

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the importance of checking that the load is suitable to be moved
2. state the importance of using the right handling equipment for the task
3. state the importance of using specified transport routes
4. outline the hazards to self and others when moving and handling materials
5. state the action to be taken if materials or handling equipment are defective
6. state rules and procedures that apply to the different work areas that affect you when moving and handling materials

Unit 072

Understand how to lift and handle materials safely in food operations

Outcome 3

Know the limits of ones authority and communication methods

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the limits of own authority and competence
2. state why it is important to work within limits of own authority
3. state how to determine handling and moving requirements for:
 - assistance
 - equipment
4. describe methods of recording information
5. state why it is important to communicate information, and methods used to do so

Unit 073

Contribute to environmental safety in food operations

Level: 2
Credit value: 2
UAN: A/601/2919

Unit aim

This unit supports workforce development for those who contribute to environmental safety in food manufacture, in a food business.

The unit is designed for use primarily by Operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Contribute to workplace environmental safety

Guided learning hours

It is recommended that **5** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit HS.2015 Contribute to environmental safety in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contributing to environmental safety in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 073

Contribute to environmental safety in food operations

Outcome 1

Contribute to workplace environmental safety

Assessment Criteria

Practical Skills

The learner can:

1. maintain environmentally safe working practices
2. take precautions to minimise environmental damage
3. identify any incidental damage and take action to minimise it
4. report environmental incidents and actions taken in response of them to the relevant person
5. follow procedures to dispose of waste materials safely

Unit 074

Understand how to contribute to environmental safety in food operations

Level: 2
Credit value: 2
UAN: M/601/2920

Unit aim

This unit supports workforce development for those who need to understand how to contribute to environmental safety, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to comply with requirements
2. Know how to recognise environmental damage
3. Know how to work in a way that reduces environmental damage

Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit HS.202K Understand how to contribute to environmental safety in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to environmental safety in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 074

Understand how to contribute to environmental safety in food operations

Outcome 1

Know how to comply with requirements

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the reporting procedures for environmental incidents
2. outline the organisational and legislative requirements relating to environmental damage

Unit 074

Understand how to contribute to environmental safety in food operations

Outcome 2

Know how to recognise environmental damage

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the different types of environmental damage
2. outline the types of damage that may occur
3. explain the impact that damage can have on the environment, and what corrective actions can be taken

Unit 074

Understand how to contribute to environmental safety in food operations

Outcome 3

Know how to work in a way that reduces environmental damage

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to choose the most suitable materials and equipment, given the nature of the work activity, and its potential impact on the environment
2. describe the different methods that can be used to minimise environmental damage
3. describe how to dispose of waste in ways that minimise the risk to the environment

Unit 075

Contribute to the maintenance of plant and equipment in food operations

Level: 2
Credit value: 3
UAN: T/601/2921

Unit aim

This unit supports workforce development for those who contribute to the maintenance of plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare for the maintenance of plant and equipment
2. Carry out maintenance of plant and equipment

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit EM.1075 Contribute to the maintenance of plant and equipment in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contributing to the maintenance of plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 075

Contribute to the maintenance of plant and equipment in food operations

Outcome 1

Prepare for the maintenance of plant and equipment

Assessment Criteria

Practical Skills

The learner can:

1. access and interpret information and instructions
2. evaluate the impact of instructions on operations
3. ensure resources required are available and fit for use
4. prepare the work area in a manner which promotes effective and safe work practices
5. prioritise own work activities to achieve optimum productivity within the limits of own contribution
6. ensure that maintenance activities are correctly authorised
7. establish effective spoken and written communication with managers and colleagues
8. complete and process the necessary documentation

Unit 075

Contribute to the maintenance of plant and equipment in food operations

Outcome 2

Carry out maintenance of plant and equipment

Assessment Criteria

Practical Skills

The learner can:

1. monitor and adhere to food safety, health and safety environmental procedures
2. ensure that maintenance activities are undertaken using correct tools, materials, equipment and techniques
3. identify defects and discrepancies in components and take the necessary corrective action
4. minimise the wastage of consumable items and other materials and dispose of non-reusable materials correctly
5. evaluate maintenance activities for effectiveness
6. make recommendations to relevant people about identified improvements
7. ensure that work which cannot be completed within the agreed schedule is recorded and reported to the relevant people
8. maintain effective spoken and written communication with your managers and colleagues
9. complete and process documentation
10. leave plant and equipment safe, tidy and fit for future use

Unit 076

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

Level: 2
Credit value: 3
UAN: A/601/2922

Unit aim

This unit supports workforce development for those who understand how to contribute to the maintenance of plant and equipment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know about preparing for maintenance
2. Know how to carry out maintenance
3. Know how to deal with maintenance issues and problems
4. Know how to complete maintenance procedures

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit EM.108K Understand how to contribute to the maintenance of plant and equipment in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the maintenance of plant and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 076

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

Outcome 1

Know about preparing for maintenance

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of working to the health and safety and food safety standards
2. describe the activities that can be carried out within own limits of authority
3. list the equipment required for maintenance
4. describe the importance of meeting maintenance documentation requirements
5. outline how to make the plant or equipment safe before maintenance
6. describe how to access types of information to aid maintenance

Unit 076

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

Outcome 2

Know how to carry out maintenance

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how and when to carry out maintenance activities
2. describe how the tools and equipment selected are used to complete the tasks
3. describe how to communicate events and issues to relevant people
4. state the procedure for carrying out the maintenance event hygienically
5. describe how available information is used to aid the maintenance
6. state how to record an event in the maintenance log

Unit 076

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

Outcome 3

Know how to deal with maintenance issues and problems

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the importance of maintenance and implications for not carrying it out
2. explain why materials, tools and equipment must be fit for purpose, and how to deal with any defects
3. describe what to do if there are unexpected problems during maintenance
4. describe the effects different of types maintenance have on the operations
5. explain how planned maintenance can reduce downtime

Unit 076

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

Outcome 4

Know how to complete maintenance procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the importance of minimising waste
2. outline how to dispose of waste safely and effectively
3. explain the importance of leaving plant and equipment safe, clean and tidy for future use
4. explain how to check the effectiveness of maintenance activities

Level: 2
Credit value: 3
UAN: A/601/4623

Unit aim

This unit supports workforce development for those who store goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Select and handle goods and materials safely and hygienically
2. Store goods and materials in allocated locations
3. Check and complete documentation

Guided learning hours

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.108S Store goods and materials in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, store goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 077

Outcome 1

Store goods and materials in food operations

Select and handle goods and materials safely and hygienically

Assessment Criteria

Practical Skills

The learner can:

1. identify the stock to be put in the storage location
2. maintain the storage location hygienically and safely
3. meet customers' requirements for storage facilities
4. follow safe and hygienic working practices
5. use handling techniques to maintain stock condition

Unit 077
Outcome 2

Store goods and materials in food operations
Store goods and materials in allocated locations

Assessment Criteria

Practical Skills

The learner can:

1. check product to ensure it meets customer or company specification
2. store stock in correct location and allocated space to ensure the best use of available space
3. ensure that stock can be accessed according to stock rotation procedures
4. report difficulties in placing goods and materials to the relevant person
5. carry out storage procedures within the specified time

Unit 077
Outcome 3

Store goods and materials in food operations
Check and complete documentation

Assessment Criteria

Practical Skills

The learner can:

1. complete stock records and pass them on promptly
2. ensure documentation is complete

Unit 078

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

Level: 2
Credit value: 4
UAN: F/601/4624

Unit aim

This unit supports workforce development for those who understand how to store and organise goods and materials, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know suitable storage locations for goods and materials
2. Know how to deal with damage to goods, materials and equipment
3. Know the safety, security and environmental conditions for transport and storage of goods and materials
4. Know the organisational communication and documentation procedures

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.110K Understand how to store and organise goods and materials in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when storing and organising goods and materials in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 078

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

Outcome 1

Know suitable storage locations for goods and materials

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state types of goods and materials in storage
2. describe the storage requirements for the range and types of goods and materials available
3. describe characteristics of storage facilities and locations
4. state the importance of selecting suitable storage locations for specific goods and materials
5. describe the importance of storing items in the most suitable location and action to be taken if it is not suitable or unavailable
6. assess the suitability of storage locations in relation to the quantity, quality and shelf life of the goods and materials

Unit 078

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

Outcome 2

Know how to deal with damage to goods, materials and equipment

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe checks of goods and materials to ensure they comply with company specifications
2. list how to deal with types of equipment defects
3. describe the types of handling and securing equipment
4. state the importance of reporting damaged goods and materials
5. outline the costs associated with damaged goods and materials

Unit 078

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

Outcome 3

Know the safety, security and environmental conditions for transport and storage of goods and materials

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of checking the storage transfer route for hazards
2. outline the different security, safety and environmental conditions
3. state regulations applicable to storage e.g. COSHH
4. describe handling methods that will prevent damage and contamination of goods and materials

Unit 078

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

Outcome 4

Know the organisational communication and documentation procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe information contained on goods, materials and documentation that is relevant
2. state the importance of complete and accurate documentation
3. describe the communication structures and procedures within your company
4. describe the importance of effective communication within the organisation

Unit 079

Supply materials for production in food operations

Level: 2
Credit value: 3
UAN: J/601/4625

Unit aim

This unit supports workforce development for those who supply materials for production in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Match production needs with availability of supplies
2. Maintain supply of materials to production area and work stations

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.201S Supply materials for production in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, supplying materials for production in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 079

Supply materials for production in food operations

Outcome 1

Match production needs with availability of supplies

Assessment Criteria

Practical Skills

The learner can:

1. identify the service and supply needs of the production area and work stations
2. select and check the supplies to meet the demands of production
3. report discrepancies in the supplies to the relevant person

Unit 079

Supply materials for production in food operations

Outcome 2

Maintain supply of materials to production area and work stations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. store specified levels of supplies to meet production demands
2. maintain the specified levels of supplies to meet production demands
3. transfer the required quantities of supplies to the production areas and work stations
4. follow safe and hygienic working practices

Unit 080

Understand how to supply materials for production in food operations

Level: 2
Credit value: 3
UAN: L/601/4626

Unit aim

This unit supports workforce development for those who understand how to supply materials for production, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to determine sufficiency of supplies of food and drink materials to meet production requirements
2. Know how to maintain supplies to ensure smooth running in production

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.202K Understand how to supply materials for production in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when supplying materials for production in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 080

Understand how to supply materials for production in food operations

Outcome 1

Know how to determine sufficiency of supplies of food and drink materials to meet production requirements

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state how to identify the service and supply needs of the production area and work stations
2. state the importance of identifying service and supply requirements
3. describe the specific levels of supplies to be maintained at the production area and work stations

Unit 080

Understand how to supply materials for production in food operations

Outcome 2

Knows how to maintain supplies to ensure smooth running in production

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the operational requirements for supplies and how short supplies of materials affect production runs
2. describe the types and quantities of materials used in the production process
3. state the importance of allocating specific areas for supplies to the production area and work stations
4. describe why allocated supply areas should be utilised
5. describe how to store supplies
6. state the importance of reporting discrepancies in supplies

Level: 2
Credit value: 3
UAN: A/601/8297

Unit aim

This unit supports workforce development for those who produce product packs in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare to produce individual product packs
2. Produce individual product packs
3. Finish production of individual product packs

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.3095 Produce product packs in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, producing product packs in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 081

Outcome 1

Produce product packs in food operations

Prepare to produce individual product packs

Assessment Criteria

Practical Skills

The learner can:

1. identify packing specifications
2. set up equipment to meet specifications
3. check that sufficient suitable packing material is available
4. check that the product to be packed is available and fit for use
5. communicate with the relevant people about equipment and materials throughout product pack production

Unit 081

Outcome 2

Produce product packs in food operations

Produce individual product packs

Assessment Criteria

Practical Skills

The learner can:

1. use packaging equipment
2. follow organisational procedures to respond to operating problems
3. check equipment is supplied with product and packing materials
4. check pack quality and quantity and take appropriate action in response to defects
5. meet targets for the quality and quantity of products to be packed
6. make sure that there is minimal waste during packaging

Unit 081
Outcome 3

Produce product packs in food operations
Finish production of individual product packs

Assessment Criteria

Practical Skills

The learner can:

1. dispose of surplus product and packing material including:
 - waste
 - scrap
 - non-standard products
2. stop the packaging run when completed
3. prepare equipment for future use after completion of the process
4. complete packaging records

Unit 082

Understand how to produce product packs in food operations

Level: 2
Credit value: 3
UAN: F/601/8298

Unit aim

This unit supports workforce development for those who understand how to produce product packs, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to meet production demand for product packs
2. Know how to control production of product packs
3. Know how to complete production of product packs

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.311K Understand how to produce product packs in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing product packs in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 082

Understand how to produce product packs in food operations

Outcome 1

Know how to meet production demand for product packs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the expected rate of use of product and materials
2. outline what action to take if the supply of product and materials is interrupted
3. state why it is important to control consumables to match the packing run
4. outline how to measure the quantity of product to go into the packs
5. state why it is important to supply the specified materials in the specified quantity and on time
6. state why it is important to meet output targets

Unit 082

Understand how to produce product packs in food operations

Outcome 2

Know how to control production of product packs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state why it is important to monitor operations
2. state why it is important to work within the limits own authority and ability
3. state why it is important to control consumables to match the packing run

Unit 082

Understand how to produce product packs in food operations

Outcome 3

Know how to complete production of product packs

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state why it is important to have a shut-down sequence
2. outline the impact if waste and scrap disposal procedures are not followed
3. outline what preparations are required for the next phase in the cycle
4. describe how to prepare the work area for future use

Level: 2
Credit value: 1
UAN: R/601/4627

Unit aim

This unit supports workforce development for those who pack orders for despatch in a food business.

The unit is designed for use primarily by Operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Pack orders to specification for despatch in food operations

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.312S Pack orders for despatch in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, packing orders for despatch in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 083

Outcome 1

Pack orders for despatch in food operations

Pack orders to specification for despatch in food operations

Assessment Criteria

Practical Skills

The learner can:

1. identify the correct order documentation for packing orders for despatch
2. identify the correct equipment, location and materials for packing orders
3. follow the organisation's procedures for packing orders and for storing and positioning packed goods before despatch
4. report any damage to or problems with packing and storage equipment to the appropriate person
5. check that movable items of equipment are immobilised when packing orders
6. check that packed orders match quality and quantity specifications

Unit 084

Understand how to pack orders for despatch in food operations

Level: 2
Credit value: 1
UAN: Y/601/4628

Unit aim

This unit supports workforce development for those who understand how to pack orders for despatch in food operations, in a food business.

The unit is designed for use primarily by Operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There is **one** learning outcomes to this unit. The learner will be able to:

1. Know how to pack orders to specification for despatch in food operations

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.313K Understand how to pack orders in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when packing orders for despatch in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 084

Understand how to pack orders for despatch in food operations

Outcome 1

Know how to pack orders to specification for despatch in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the importance of avoiding contamination and damage when packing orders for despatch
2. describe how to work when packing orders for despatch from verbal and written instructions and within the required timescales
3. list types and uses of packing materials
4. list the types and methods of packing orders to specified quality and quantity
5. state the importance of reporting any defects in packing equipment immediately
6. describe the importance of securing mobile equipment when packing orders for despatch

Unit 085

Carry out product changeovers in food manufacture

Level: 2
Credit value: 2
UAN: H/601/8309

Unit aim

This unit supports workforce development for those who carry out product changeovers in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for changeovers in a way that minimises down-time and waste
2. Carry out changeovers
3. Complete changeovers

Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.113S Carry out product changeovers in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, carrying out product changeovers in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 085

Carry out product changeovers in food manufacture

Outcome 1

Prepare for changeovers in a way that minimises down-time and waste

Assessment Criteria

Underpinning Knowledge

The learner can:

1. obtain the information and any required authorisation before changeover begins
2. alert those who need to be involved, maintaining communication throughout the changeover process
3. assemble required resources in the appropriate place and make sure they meet specifications
4. remove resources from the previous run which are not needed
5. ensure plant surfaces that are in contact with ingredients and product are clean

Unit 085

Carry out product changeovers in food manufacture

Outcome 2

Carry out changeovers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. adjust plant and equipment to conform to specification without affecting any other part of the plant
2. maintain communication where required

Unit 085

Carry out product changeovers in food manufacture

Outcome 3

Complete changeovers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. complete the changeover within the specified time
2. inform those who need to know that changeover is complete
3. take appropriate action when change parts are removed
4. report the condition of worn or damaged parts to the relevant person
5. ensure that, following changeover, output matches specification and is produced at the required rate
6. complete all records

Unit 086

Understand how to carry out product changeovers in food manufacture

Level:	2
Credit value:	2
UAN:	Y/601/8310

Unit aim

This unit supports workforce development for those who understand how to carry out product changeovers, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the requirements for carrying out product changeovers
2. Know how to carry out product changeovers
3. Know how to deal with problems during changeovers

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.114K Understand how to carry out product changeovers in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out product changeovers in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 086

Understand how to carry out product changeovers in food manufacture

Outcome 1

Know about the requirements for carrying out product changeovers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state why the changeover is taking place
2. state the time allowed for changeovers
3. state the limits of own authority, and the importance of working within them
4. outline the procedures for authorisation to work, isolation of equipment and services and what may happen if they are not followed
5. describe how to communicate and record information to meet specifications and the importance of doing so
6. state how to obtain and interpret specifications
7. describe what may happen if specifications are not interpreted correctly

Unit 086

Understand how to carry out product changeovers in food manufacture

Outcome 2

Know how to carry out product changeovers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the functions and use of machine parts, tools and safety equipment needed for changeovers
2. state the key materials and resources that are required and how to check their suitability for use
3. state the effect critical control settings have on quality and production volumes
4. state why it is important to notify the relevant person that a changeover has been completed and what may happen if this is not done
5. state the importance of keeping accurate and prompt records

Unit 086

Understand how to carry out product changeovers in food manufacture

Outcome 3

Know how to deal with problems during changeovers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline difficulties and problems that might arise during changeovers and the action to be taken in each case
2. explain why cleaning is important and what may happen if this is not done when required
3. outline the appropriate action to take when change parts are removed and describe what may happen if this is not done
4. describe how to recognise wear and tear on change parts

Unit 087

Contribute to problem diagnosis in food manufacture

Level: 2
Credit value: 2
UAN: Y/601/2944

Unit aim

This unit supports workforce development for those who contribute to problem resolution in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Contribute to identifying problems
2. Contribute to problem diagnosis
3. Contribute to reporting problems

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.127S Contribute to problem resolution in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contributing to problem resolution in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 087

Contribute to problem diagnosis in food manufacture

Outcome 1

Contribute to identifying problems

Assessment Criteria

Practical Skills

The learner can:

1. identify variations to normal operating conditions
2. contribute to the assessment of the impact of these problems
3. take the appropriate action to make sure you and your colleagues remain safe

Unit 087

Contribute to problem diagnosis in food manufacture

Outcome 2

Contribute to problem diagnosis

Assessment Criteria

Practical Skills

The learner can:

1. contribute to determining the nature, cause and effect of the problems
2. contribute to investigating the problems in a safe and cost-effective manner, with minimum delay or wastage

Unit 087

Contribute to problem diagnosis in food manufacture

Outcome 3

Contribute to reporting problems

Assessment Criteria

Practical Skills

The learner can:

1. communicate problems to the appropriate people
2. complete and process all records of problems

Unit 088

Understand how to contribute to problem diagnosis in food manufacture

Level: 2
Credit value: 2
UAN: D/601/2945

Unit aim

This unit supports workforce development for those who need to understand how to contribute to problem resolution in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to contribute to identifying problems in your area of work
2. Know how to contribute to analysing and reporting problems within your work area

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.128K Understand how to contribute to problem resolution in a food environment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem resolution in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 088

Understand how to contribute to problem diagnosis in food manufacture

Outcome 1

Know how to contribute to identifying problems in your area of work

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of contributing to problem solving is important
2. detail how to recognise differences from specification
3. outline the relevant operating procedures
4. detail operating problems and their possible effect on other operations
5. State how to help investigate problems in a safe and cost-effective manner and why it is important to do so
6. State how to assist the team or individual define and verify the root cause of the problem

Unit 088

Understand how to contribute to problem diagnosis in food manufacture

Outcome 2

Know how to contribute to analysing and reporting problems within in your work area

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state how to use any relevant tools and test equipment
2. detail different methods that can be used to gather evidence about problems
3. outline how to help analyse problems to determine their nature, cause and effects
4. detail lines and methods of effective communication and why it is important to use them
5. state documentation requirements and why it is important to meet them

Unit 089

Contribute to problem resolution in food manufacture

Level: 2
Credit value: 3
UAN: H/601/2946

Unit aim

This unit supports workforce development for those who contribute to problem resolution in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Contribute to identifying the causes of problems
2. Contribute to implementing solutions to problems
3. Contribute to reporting on action to be taken to resolve problems

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.127S Contribute to problem resolution in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contributing to problem resolution in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 089

Contribute to problem resolution in food manufacture

Outcome 1

Contribute to identifying the causes of problems

Assessment Criteria

Practical Skills

The learner can:

1. check and follow legal or regulatory requirements, hygiene, health and safety and environmental standards
2. check the available information and clarify or seek further information

Unit 089

Contribute to problem resolution in food manufacture

Outcome 2

Contribute to implementing solutions to problems

Assessment Criteria

Practical Skills

The learner can:

1. contribute to selecting solutions which are effective in relation to operational requirements
2. help to ensure that the corrective actions determined meet with organisational requirements
3. contribute to putting into action the chosen solution to restore operating conditions safely and effectively
4. monitor operations to ensure that correct operating conditions are met and maintained
5. communicate the results of own actions to the appropriate person

Unit 089

Contribute to problem resolution in food manufacture

Outcome 3

Contribute to reporting on action to be taken to resolve problems

Assessment Criteria

Underpinning Knowledge

The learner can:

1. contribute to the identification of needs for further work and report this to the relevant person in sufficient detail for action to be taken
2. make suggestions for avoiding the problem happening again and ways to improve operations to managers and colleagues
3. complete all records accurately and clearly, and process it promptly

Unit 090

Understand how to contribute to problem resolution in food manufacture

Level: 2
Credit value: 2
UAN: K/601/2947

Unit aim

This unit supports workforce development for those who need to understand how to contribute to problem resolution in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to contribute to problems in your area of work and how to communicate to colleagues
2. Know how to contribute to identifying resolutions to problems

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.128K Understand how to contribute to problem resolution in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem resolution in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 090

Understand how to contribute to problem resolution in food manufacture

Outcome 1

Know how to contribute to problems in your area of work and how to communicate to colleagues

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state operating problems and their possible effect on other operations
2. detail the operating procedures
3. state why it is important to record and communicate problems
4. detail the lines and methods of effective communication and why it is important to use them

Unit 090

Understand how to contribute to problem resolution in food manufacture

Outcome 2

Know how to contribute to identifying resolutions to problems

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline factors to take into consideration when contributing to selecting solutions
2. state how to help;
 - recognise both temporary and permanent solutions, deciding which should be used
 - assess the impact of solutions on other operations
 - analyse problems in a systematic way
 - overcome problems and restore operations in an effective way
3. state how to monitor product integrity when overcoming problems and how they have been overcome
4. state how to evaluate the effectiveness of the solutions implemented.

Unit 091

Control temperature reduction in food Manufacture

Level: 2
Credit value: 3
UAN: Y/601/4631

Unit aim

This unit supports workforce development for those who control temperature reduction, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for temperature reduction according to specifications
2. Carry out temperature reduction according to specifications
3. Finish temperature reduction according to specifications and procedures

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.210S Control temperature reduction in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling temperature reduction in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 091

Control temperature reduction in food Manufacture

Outcome 1

Prepare for temperature reduction according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check product specifications
2. set up equipment
3. make sure that material for temperature reduction is available and fit for use
4. make sure that services meet requirements
5. start up the plant and check that it is running to specification
6. take appropriate action in response to operating problems
7. maintain communication throughout the process

Unit 091

Control temperature reduction in food Manufacture

Outcome 2

Carry out temperature reduction according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. use equipment and make sure that it is supplied with appropriate materials and services
2. achieve required output
3. make sure the product is transferred to the next stage in the manufacturing operation
4. take action in response to operating problems within the limits of own responsibility
5. maintain effective communication

Unit 091

Control temperature reduction in food Manufacture

Outcome 3

Finish temperature reduction according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. check the specifications to time shut-down
2. shut down equipment
3. take action to deal with items that can be recycled or re-worked
4. dispose of waste
5. make equipment ready for future use after completion of the process
6. maintain effective communication
7. complete all records and reports

Level: 2
Credit value: 3
UAN: D/601/4632

Unit aim

This unit supports workforce development for those who control wrapping in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for wrapping according to specifications
2. Carry out wrapping according to specifications
3. Finish wrapping according to specified procedures

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.2175 Control wrapping and labelling in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling wrapping in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 092

Outcome 1

Control wrapping in food manufacture

Prepare for wrapping according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. check the availability of products for wrapping
2. set up machinery
3. start up machinery and check that it is working to specification
4. deal with problems to maintain schedules
5. maintain communication throughout the process

Unit 092

Outcome 2

Control wrapping in food manufacture

Carry out wrapping according to specifications

Assessment Criteria

Practical Skills

The learner can:

1. control the infeed of products for flow wrapping
2. control the progress of products during wrapping
3. control the output of wrapped products
4. deal with substandard or contaminated products
5. take action in response to operating problems within the remit of own authority
6. control transfer of wrapped products to the next processing stage

Unit 092

Outcome 3

Control wrapping in food manufacture

Finish wrapping according to specified procedures

Assessment Criteria

Practical Skills

The learner can:

1. shut down the machinery
2. remove and dispose of waste and by-products
3. check and ensure that machinery is ready for further use
4. communicate with others
5. complete all records and reports

Level: 2
Credit value: 2
UAN: T/601/4653

Unit aim

This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Slice individual products
2. Bag individual products

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.226S Slice and bag individual food products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace when slicing and bagging individual food products. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment Criteria

Practical Skills

The learner can:

1. check the available products against instructions and specifications and take action on discovering any discrepancy
2. select slicing equipment
3. check the operating condition of slicing equipment
4. load the slicing equipment according to specified procedures, ensuring safety devices are activated
5. slice products to specification
6. position the products for further processing

Assessment Criteria

Practical Skills

The learner can:

1. check the available sliced products against instructions and specifications, taking action on discovering any discrepancy
2. select the specified bags and closures for use
3. check bagging and closure equipment for cleanliness and operation
4. bag sliced products to specification
5. close bagged products to specification
6. place bagged products in the required condition and location, for further processing

Unit 094

Understand how to slice and bag individual food products

Level: 2
Credit value: 2
UAN: R/601/4658

Unit aim

This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to slice individual food products
2. Know how to bag individual food products

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.227K Understand how to slice and bag individual food products.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when slicing and bagging individual food products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 094

Understand how to slice and bag individual food products

Outcome 1

Know how to slice individual food products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the requirements of the weighing regulations
2. outline the importance of slicing and bagging to maintain weight and comply with the weighing regulations
3. describe how to recognise and report sliced food products that do not meet specification
4. outline the procedure for rejecting and isolating non-compliant sliced food products
5. describe how the width between the blades of the slicing machine provides different thickness of slices
6. describe how to recognise and report poor slicing machine performance caused by blunt slicing blades

Unit 094

Understand how to slice and bag individual food products

Outcome 2

Know how to bag individual food products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the food product bagging materials and their basic properties in maintaining product quality and shelf-life
2. describe how to check colour codes or arrangements for applying the specified closures
3. describe how to check the labels on bags to ensure compliance with the product specification
4. describe the common sources of food product contamination during slicing and bagging
5. outline how to avoid contamination during slicing and bagging food products and the importance of doing this

Unit 095

Understand how to control defrosting in food manufacture

Level: 2
Credit value: 3
UAN: D/601/4663

Unit aim

This unit supports workforce development for those who understand how to control defrosting, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare for the defrosting process
2. Know how to maintain high standards of quality during the defrosting process
3. Know how to complete the defrosting process

Guided learning hours

It is recommended that **19** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.231K Understand how to control defrosting in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling defrosting in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 095

Understand how to control defrosting in food manufacture

Outcome 1

Know how to prepare for the defrosting process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the methods used to defrost
2. describe the facilities, services and process requirements of defrosting operations
3. describe how to obtain and interpret the defrosting specifications
4. describe how to prepare defrosting facilities for operation
5. explain how labelling and traceability are relevant to defrosting and why they are important
6. state the limits of their own authority and competence and why it is important to work within those limits

Unit 095

Understand how to control defrosting in food manufacture

Outcome 2

Know how to maintain high standards of quality during the defrosting process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to monitor the defrosting process and why it is important
2. describe how defrosted product should be handled to maintain condition and quality
3. state the action to take when the process specification is not met
4. describe how to assess the quality of frozen and defrosted products
5. state the causes of poor-quality frozen products
6. outline the common quality problems and their likely causes

Unit 095

Understand how to control defrosting in food manufacture

Outcome 3

Know how to complete the defrosting process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the action to take when the process specification is not met
2. describe how to dispose of waste according to specified procedures and why it is important to do so
3. state how to carry out types of recording, reporting and communication needed
4. describe the importance of reporting, recording and communications to specified procedures

Unit 096

Control washing and drying machinery in food operations

Level: 2
Credit value: 3
UAN: M/601/4666

Unit aim

This unit supports workforce development for those who control washing and drying machinery in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare machinery for washing and drying according to specifications and procedures
2. Operate washing and drying machinery according to specifications and procedures
3. Shut down washing and drying machinery

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.1075 Control washing and drying machinery in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling washing and drying machinery in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 096

Control washing and drying machinery in food operations

Outcome 1

Prepare machinery for washing and drying according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. check the availability of items for washing and drying against specifications
2. set up washing and drying machinery
3. start up washing and drying machinery and check that it is working
4. deal with problems to maintain schedules
5. maintain communication with others throughout the washing and drying process

Unit 096

Control washing and drying machinery in food operations

Outcome 2

Operate washing and drying machinery according to specifications and procedures

Assessment Criteria

Practical Skills

The learner can:

1. control the infeed of items for washing
2. control the progress of items during washing and drying
3. control the output of washed and dried products
4. deal with substandard or damaged items
5. control transfer of washed and dried items for further use
6. use personal protective equipment during washing and drying

Unit 096

Control washing and drying machinery in food operations

Outcome 3

Shut down washing and drying machinery

Assessment Criteria

Practical Skills

The learner can:

1. shut down the washers and dryers
2. remove and dispose of debris to specified procedures
3. check and ensure that washers and dryers are ready for further use
4. complete all records and reports

Unit 097

Understand how to control washing and drying machinery in food operations

Level: 2
Credit value: 2
UAN: T/601/4670

Unit aim

This unit supports workforce development for those who understand how to control washing and drying machinery, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know about controlling washing and drying machinery according to specifications and procedures
2. Know how to deal with problems during the washing and drying process

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.108K Understand how to control washing and drying machinery in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling washing and drying machinery in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 097

Understand how to control washing and drying machinery in food operations

Outcome 1

Know about controlling washing and drying machinery according to specifications and procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how to follow procedures for setting up, starting up, controlling and shutting down washing and drying machinery
2. describe where to access procedures and why it is important to follow them
3. outline the importance of recognising the correct settings for the types of items to be washed and dried
4. explain the importance of checking that items have been washed and dried
5. describe the limits of own authority and why it is important to work within them
6. state the procedures for communicating, reporting and recording and the importance of following them

Unit 097

Understand how to control washing and drying machinery in food operations

Outcome 2

Know how to deal with problems during the washing and drying process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how to recognise and deal with items that do not meet specification by isolating and reporting for maintenance or replacement
2. outline the importance of working within procedures
3. describe common sources of item damage during washing and drying
4. describe how to avoid damaging items and what might happen if this is not done

Level: 2
Credit value: 3
UAN: J/601/8299

Unit aim

This unit supports workforce development for those who control hygiene cleaning in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare for cleaning according to company procedures and specifications
2. Carry out cleaning according to company procedures and specifications
3. Complete cleaning according to company procedures and specifications

Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.113S Control hygiene cleaning in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, controlling hygiene cleaning in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 098

Control hygiene cleaning in food operations

Outcome 1

Prepare for cleaning according to company procedures and specifications

Assessment Criteria

Underpinning Knowledge

The learner can:

1. establish cleaning requirements
2. select cleaning equipment
3. make sure the working area is in a safe state by
 - checking and preparing all equipment and machinery before starting cleaning
 - isolating equipment and machinery where required
4. protect or clear the area of raw materials or product
5. take actions within the limits of own authority throughout the preparation process
6. maintain communication throughout the preparation process

Unit 098

Outcome 2

Control hygiene cleaning in food operations

Carry out cleaning according to company procedures and specifications

Assessment Criteria

Underpinning Knowledge

The learner can:

1. check personal protective equipment (PPE), cleaning solutions, materials and equipment comply with specification
2. ensure that the cleaning is carried out without causing damage to plant and equipment
3. comply with precautions to prevent the spread of contamination to other areas
4. ensure that the cleaning is completed within the specified time
5. report and take action to deal with any problems which arise during the cleaning

Unit 098

Outcome 3

Control hygiene cleaning in food operations

Complete cleaning according to company procedures and specifications

Assessment Criteria

Underpinning Knowledge

The learner can:

1. make sure the area is cleaned to agreed specifications
2. re-instate plant, equipment and work areas and leave them fit for future use
3. ensure cleaning materials and equipment and personal protective equipment (PPE), are returned to the right storage place in the specified condition
4. identify, report and take action to deal with signs of contamination, damage or environmental issues
5. dispose of waste or debris
6. complete the required records and reports

Unit 099

Understand how to control hygiene cleaning in food operations

Level: 2
Credit value: 3
UAN: M/601/8300

Unit aim

This unit supports workforce development for those who understand how to control hygiene cleaning, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the requirements of hygiene cleaning in food operations
2. Understand how to prepare for hygiene cleaning in food operations safely
3. Understand how to carry out hygiene cleaning in food operations safely
4. Understand how to complete hygiene cleaning in food operations safely

Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.114K Understand how to control hygiene cleaning in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling hygiene cleaning in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 099

Understand how to control hygiene cleaning in food operations

Outcome 1

Understand the requirements of hygiene cleaning in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the types of unexpected situations that may occur when cleaning and how to deal with them
2. state when a permit to work is required and what might happen if it is not obtained before cleaning starts
3. outline the importance of following company standards for the sequence of cleaning
4. state the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done
5. outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done

Unit 099

Understand how to control hygiene cleaning in food operations

Outcome 2

Understand how to prepare for hygiene cleaning in food operations safely

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of organising and coordinating the cleaning process
2. state how to use cleaning instructions and the risks involved in not following them
3. outline the precautions to take to ensure that the product is not contaminated by cleaning materials and what to do if it is

Unit 099

Understand how to control hygiene cleaning in food operations

Outcome 3

Understand how to carry out hygiene cleaning in food operations safely

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state how to check personal protective clothing (PPE) is fit for purpose and how to use it
2. outline what will happen if PPE is not used and what to do with equipment that is unfit for use
3. state how to use guards and warning notices and the possible consequences of not doing so
4. describe how to ensure the complete removal of cleaning materials and what may happen if this is not done
5. state the actions to take if the cleaning cannot be completed within specified times

Unit 099

Understand how to control hygiene cleaning in food operations

Outcome 4

Understand how to complete hygiene cleaning in food operations safely

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state reasons for sampling and what may happen if it is not carried out according to specified procedures
2. outline the specified waste disposal procedures and what may happen if they are not followed
3. outline the special precautions that need to be taken regarding potentially hazardous waste and what to do if something goes wrong
4. describe the importance of identifying, reporting and handling any signs of:
 - contamination
 - damage
 - environmental concerns
5. state the importance of keeping records and what might happen if this is not done
6. state the importance of communicating and what may happen if this is not done

Level: 2
Credit value: 2
UAN: R/601/4675

Unit aim

This unit supports workforce development for those who fill or extrude meat and meat-based mixtures in a meat processing business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Prepare to fill or extrude
2. Carry out filling or extrusion

Guided learning hours

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit MP.217S Fill or extrude meat and meat based mixtures.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, filling or extruding meat and meat based mixtures. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 100

Outcome 1

Fill or extrude meat and meat-based mixtures

Prepare to fill or extrude

Assessment Criteria

Underpinning Knowledge

The learner can:

1. make sure product is available for filling or extrusion to meet customer specifications
2. check that products meet customer or company specifications
3. check the filling or extrusion equipment or machinery according to process requirements
4. make sure that equipment and machinery are clean and free from contaminants
5. check there are facilities available to receive filled or extruded products
6. follow company procedures to deal with any problems

Unit 100
Outcome 2

Fill or extrude meat and meat-based mixtures
Carry out filling or extrusion

Assessment Criteria

Underpinning Knowledge

The learner can:

1. load equipment or machinery with meat product to be filled or extruded so that pace of production is maintained
2. start up machinery or equipment to meet the production schedule
3. operate the machinery or equipment to meet the production schedule
4. operate the machine to fill or extrude product for an even flow of production at an
 - appropriate pace
 - appropriate pressure
5. operate the machine to fill or extrude product in a way that minimises waste
6. control the production of extruded product in order to meet customer or company specifications
7. check that the product meets customer or company specifications
8. follow company procedures to deal with any problems when product fails to meet customer or company specifications

Unit 101

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

Level: 2
Credit value: 2
UAN: D/601/4677

Unit aim

This unit supports workforce development for those who understand how to fill or extrude meat and meat-based mixtures, in a meat processing business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand how to prepare to fill or extrude meat
2. Know how to fill or extrude meat or meat based mixtures

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit MP.218K Understand how to fill or extrude meat and meat-based mixtures.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when filling or extruding meat and meat-based mixtures. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 101

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

Outcome 1

Understand how to prepare to fill or extrude meat

Assessment Criteria

Underpinning Knowledge

The learner can:

1. list types of filled or extruded products
2. state the purpose of carrying out filling or extrusion
3. list containers used in the filling or extrusion process
4. describe methods of filling or extrusion of meat or meat-based materials
5. describe equipment used in the filling or extrusion process
6. state the regulations relevant to filled or extruded meat products
7. describe the process controls involved in the filling or extrusion process

Unit 101

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

Outcome 2

Know how to fill or extrude meat or meat based mixtures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the importance of maintaining a steady pace of production
2. describe the importance of maintaining a steady pressure in the filling or extrusion process
3. describe faults that may occur in the filling or extrusion system including
 - under fill
 - over fill
 - air locks
 - burst containers
4. state the company procedure for dealing with common faults in the filling or extrusion system
5. describe the importance of feeding materials effectively into the filling or extrusion machinery and equipment
6. state the importance of controlling the discharge of filled or extruded material
7. state company procedures for setting up and starting up filling or extrusion equipment

Unit 102

Carry out sampling for quality control in food operations

Level: 3
Credit value: 2
UAN: D/601/8311

Unit aim

This unit supports workforce development for those who carry out sampling for quality control in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Sample food products to meet sampling requirements
2. Maintain integrity of sample

Guided learning hours

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.1055 Carry out sampling for quality control in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, carrying out sampling for quality control in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 102

Carry out sampling for quality control in food operations

Outcome 1

Sample food products to meet sampling requirements

Assessment Criteria

Underpinning Knowledge

The learner can:

1. prepare sampling resources
2. carry out hygienic sampling
3. label the samples for traceability
4. store sample prior to testing
5. clean sampling tools and equipment

Unit 102

Carry out sampling for quality control in food operations

Outcome 2

Maintain integrity of sample

Assessment Criteria

Underpinning Knowledge

The learner can:

1. record information about the sample for traceability purposes
2. follow instructions to maintain the condition of the sample
3. protect the sample from sources of contamination

Unit 103

Understand how to carry out sampling for quality control in food operations

Level: 3
Credit value: 3
UAN: H/601/8312

Unit aim

This unit supports workforce development for those who understand how to carry out sampling for quality control, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the principles of sampling
2. Know about maintaining sample integrity
3. Know about factors that influence samples

Guided learning hours

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.106K Understand how to carry out sampling for quality control in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out sampling for quality control in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 103

Understand how to carry out sampling for quality control in food operations

Outcome 1

Know about the principles of sampling

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe procedures for sampling
2. describe methods of hygienic sampling
3. explain the procedures post sampling
4. describe equipment used to take samples
5. explain actions to take to deal with defective equipment
6. explain controls in the sampling process
7. explain how to check products against specifications

Unit 103

Understand how to carry out sampling for quality control in food operations

Outcome 2

Know about maintaining sample integrity

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe traceability principles
2. describe a sampling plan
3. describe best practice when storing samples for testing
4. explain importance of labelling of samples

Unit 103

Understand how to carry out sampling for quality control in food operations

Outcome 3

Know about factors that influence samples

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe sample information that may be required prior to sampling
2. describe environmental factors that may influence sample results
3. describe intrinsic food properties that may affect sample results
4. explain why defective equipment may affect sample result

Unit 104

Organise and improve work activities for achieving excellence in food operations

Level: 2
Credit value: 3
UAN: Y/601/2927

Unit aim

This unit supports workforce development for those who organise and improve work activities in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Organise your own work activities
2. Work effectively
3. Communicate with others

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2015 Organise and improve work activities for achieving excellence in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, organising and improving work activities for achieving excellence. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 104

Organise and improve work activities for achieving excellence in food operations

Outcome 1

Organise your own work activities

Assessment Criteria

Underpinning Knowledge

The learner can:

1. check understanding of own work objectives
2. plan the actions needed in order to meet own work objectives
3. prioritise own work activities
4. check that the resources required are available and suitable for use taking action if there is a problem
5. organise own workplace to ensure efficient work activity

Unit 104

Organise and improve work activities for achieving excellence in food operations

Outcome 2

Work effectively

Assessment Criteria

Underpinning Knowledge

The learner can:

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

Unit 104

Organise and improve work activities for achieving excellence in food operations

Outcome 3

Communicate with others

Assessment Criteria

Underpinning Knowledge

The learner can:

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

Unit 105

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

Level: 2
Credit value: 3
UAN: D/601/2928

Unit aim

This unit supports workforce development for those who need to understand how to apply workplace organisation techniques for achieving excellence, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about organising own work activities in food operations
2. Know how to use organisational techniques in food operations
3. Know how to check the progress and identify opportunities for improvement in food operations

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.202K Understand how to apply workplace organisation techniques for achieving excellence in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when applying workplace organisation techniques for achieving excellence in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 105

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

Outcome 1

Know about organising own work activities in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state own work objectives and how they fit with team objectives
2. describe why it is important to have a clear plan of what to do before starting work
3. outline how to read and interpret work instructions and standard operating procedures
4. describe how to plan, organise and prioritise own work activities

Unit 105

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

Outcome 2

Know how to use organisational techniques in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to organise the workplace according to recognised techniques
2. state where useful information is stored in the workplace
3. outline why it is important to work efficiently and safely according to standard operating procedures
4. describe how to use visual controls

Unit 105

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

Outcome 3

Know how to check the progress and identify opportunities for improvement in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state how to check the progress of the application of organisation techniques
2. outline how opportunities for improvement can be identified
3. describe how improvements can impact on workplace performance
4. describe how to communicate effectively with others
5. outline why it is important to keep accurate, complete and up-to-date records

Unit 106

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

Level: 2
Credit value: 3
UAN: K/601/2933

Unit aim

This unit supports workforce development for those who contribute to the application of improvement techniques in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Identify opportunities for the application of improvement techniques
2. Apply improvement techniques
3. Obtain and provide feedback on application of improvement techniques

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.210S Contribute to the application of improvement techniques for achieving excellence in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contributing to applying improvement techniques for achieving excellence. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 106 **Contribute to the application of improvement techniques for achieving excellence in food operations**

Outcome 1 Identify opportunities for the application of improvement techniques

Assessment Criteria

Underpinning Knowledge

The learner can:

1. identify opportunities and make positive suggestions about improvement techniques
2. gather initial information to inform potential application improvements
3. assess information and check that own suggestions can be justified and are realistic
4. secure approval for own contribution to application

Unit 106 Contribute to the application of improvement techniques for achieving excellence in food operations

Outcome 2 Apply improvement techniques

Assessment Criteria

Underpinning Knowledge

The learner can:

1. use improvement techniques within own work area
2. obtain all the information, documentation and resources required to use improvement techniques
3. identify any targets or key performance indicators which relate to the use of the improvement techniques
4. ensure that the use of improvement techniques are complementary to the requirements of the food safety management system
5. identify any deficiencies in documentation or resources required
6. make valid recommendations for changes to policy or procedures to support the application of improvement techniques
7. refer any issues outside the limit of own authority to a responsible person

Unit 106 **Contribute to the application of improvement techniques for achieving excellence in food operations**

Outcome 3 Obtain and provide feedback on application of improvement techniques

Assessment Criteria

Underpinning Knowledge

The learner can:

1. seek feedback on the value of own contribution to the application
2. check progress towards the achievement of targets or performance indicators
3. provide feedback on own contribution to application to the relevant person

Unit 107

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

Level: 2
Credit value: 3
UAN: M/601/2934

Unit aim

This unit supports workforce development for those who need to understand how to contribute to the application of improvement techniques for achieving excellence, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the objectives and benefits of improvement techniques in food operations
2. Know how to use information and communication for improvement techniques in food operations
3. Know how to make recommendations and feedback improvement issues in food operations

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.211K Understand how to contribute to the application of improvement techniques for achieving excellence in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the application of improvement techniques for achieving excellence in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 107

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

Outcome 1

Know about the objectives and benefits of improvement techniques in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the health, safety and food hygiene requirements of the area in which improvement techniques are being applied
2. state the purpose and objectives of the improvement techniques being applied
3. describe how improvement techniques can produce performance benefits and support or sustain food safety standards
4. state the company policy or protocol for applying improvement techniques

Unit 107

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

Outcome 2

Know how to use information and communication for improvement techniques in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline what documentation is required to inform improvement techniques
2. outline the scope of information and data required to apply improvement techniques
3. describe the relationship between improvement techniques and Standard Operating Procedures (SOPs), quality and continuous improvement
4. state how improvement techniques and their application are communicated in own workplace

Unit 107

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

Outcome 3

Know how to make recommendations and feedback improvement issues in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state what the best method is for making recommendations
2. outline how to present recommendations to colleagues
3. state how best to give and receive feedback regarding own contribution to application of improvement techniques
4. describe the limits of own authority, and reporting arrangements in the event of problems that cannot be resolved

Unit 108

Contribute to sustainable practice in food operations

Level: 2
Credit value: 2
UAN: L/601/2925

Unit aim

This unit supports workforce development for those who contribute to sustainable practice in a food environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Contribute to sustainability in a food environment

Guided learning hours

It is recommended that **3** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SF.119S Contribute to sustainable practice in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contribute to sustainable practice in a food environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 108

Contribute to sustainable practice in food operations

Outcome 1

Contribute to sustainability in a food environment

Assessment Criteria

Underpinning Knowledge

The learner can:

1. work according to the organisation's production specifications
2. assess own performance to identify possible efficiency improvements
3. report any opportunities to improve the efficiency of resource usage
4. report variations in resource usage and any actions taken in response
5. implement actions to improve the efficiency of resource usage
6. work to avoid and minimise waste

Unit 109

Understand how to contribute to sustainable practice in food operations

Level: 2
Credit value: 2
UAN: R/601/2926

Unit aim

This unit supports workforce development for those who contribute to sustainable practice in a food environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know what the requirements are for sustainable practice in a food environment
2. Know how to contribute to sustainable practice within the organisation

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SF.120K Understand how to contribute to sustainable practice in a food environment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, contributing to sustainable practice. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 109

Understand how to contribute to sustainable practice in food operations

Outcome 1

Know what the requirements are for sustainable practice in a food environment

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state what is meant by sustainable food manufacture
2. describe how efficient energy usage supports sustainable food manufacture
3. list the social benefits of sustainable food manufacturing
4. state why it is important to work to the organisation's production specifications
5. describe the impact on resource usage and sustainability of not working to the organisation's production specifications

Unit 109

Understand how to contribute to sustainable practice in food operations

Outcome 2

Know how to contribute to sustainable practice within the organisation

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state how the efficient use of resources supports the economic sustainability of the organisation
2. describe each of the following as a resource, and the opportunities available for reducing their usage:
 - water
 - energy
 - transport
3. describe how the following support sustainable food manufacture:
 - efficient use of water
 - minimising waste
 - efficient use of transport
4. describe own responsibilities relevant to sustainable food manufacture
5. state how to assess own performance for opportunities to improve efficiency
6. describe why it is important to report incidences of inefficient resource usage

8 Common operations units

Unit 110

Work effectively with others in food operations

Level: 2
Credit value: 2
UAN: H/601/2896

Unit aim

This unit supports workforce development for those who work effectively with others in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Work effectively in a team
2. Give and receive information to and from team colleagues
3. Work with team colleagues to improve the way work is done

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PL.202S Work effectively with others in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, working effectively with others in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 110

Work effectively with others in food operations

Outcome 1

Work effectively in a team

Assessment Criteria

Practical Skills

The learner can:

1. work with others to meet the objectives of the team, own objectives and the organisation's objectives
2. make suggestions to improve work activities
3. use initiative to assist team members
4. respond to suggestions made by colleagues for the organisation
5. deal with differences of opinion in ways that do not cause offence
6. respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs

Unit 110

Work effectively with others in food operations

Outcome 2

Give and receive information to and from team colleagues

Assessment Criteria

Practical Skills

The learner can:

1. check the team have instructions for their work
2. demonstrate the team understand what is required of them to carry out work
3. actively seek information when necessary
4. advise others in the team using information that is up-to-date, relevant and accurate
5. provide information which will help team colleagues to achieve tasks

Unit 110

Work effectively with others in food operations

Outcome 3

Work with team colleagues to improve the way work is done

Assessment Criteria

Practical Skills

The learner can:

1. inform the relevant person when tasks cannot be completed
2. suggest ways to improve the way work is organised
3. make suggestions about how work can be better organised

Unit 111

Understand how to work effectively with others in food operations

Level: 2
Credit value: 2
UAN: K/601/2897

Unit aim

This unit supports workforce development for those who understand how to work effectively with others, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to work effectively in a team
2. Know how to give and receive information to and from team colleagues
3. Know how to work with team colleagues to improve the way work is done

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National occupational Standard) knowledge unit PL.203K Understand how to work effectively with others in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when working effectively with others in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 111

Understand how to work effectively with others in food operations

Outcome 1

Know how to work effectively in a team

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the objectives of the team, own objectives and the organisation's objectives
2. describe the importance and key features of the organisation's procedures relating to
 - health and safety
 - food safety
 - environmental health
3. describe the organisation's grievance and disciplinary procedures
4. state the importance of developing and keeping good working relationships with colleagues in the team
5. describe how to deal with differences of opinion without causing offence
6. state the importance of showing respect for colleagues
7. demonstrate how to show respect to colleagues

Unit 111

Understand how to work effectively with others in food operations

Outcome 2

Know how to give and receive information to and from team colleagues

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe their own work responsibilities and when to ask for help.
2. state who should be asked for help.
3. state the importance of asking for help when it is needed
4. state the importance of sharing opinions and information when working in a team
5. state the importance of offering useful advice to team colleagues

Unit 111

Understand how to work effectively with others in food operations

Outcome 3

Know how to work with team colleagues to improve the way work is done

Assessment Criteria

Underpinning Knowledge

The learner can:

1. list different types of information that is important to teamwork
2. state the importance of communicating information to the relevant person
3. state the importance of referring unresolved difficulties to the appropriate person when team working

Level: 2
Credit value: 2
UAN: T/601/2899

Unit aim

This unit supports workforce development for those who maintain product quality in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Conduct quality checks
2. Communicate results of quality checks

Guided learning hours

It is recommended that **5** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.1015 Maintain product quality in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, maintaining product quality in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 112

Outcome 1

Maintain product quality in food operations

Conduct quality checks

Assessment Criteria

Underpinning Knowledge

The learner can:

1. carry out quality checks within limit of own authority
2. compare the results of quality checks to required standards
3. record the results of quality checks

Unit 112

Outcome 2

Maintain product quality in food operations

Communicate results of quality checks

Assessment Criteria

Underpinning Knowledge

The learner can:

1. record quality checks on correct documentation
2. communicate results of quality checks
3. check that all required records are accurate and complete

Unit 113

Understand how to maintain product quality in food operations

Level: 2
Credit value: 2
UAN: H/601/2901

Unit aim

This unit supports workforce development for those who understand how to maintain product quality, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to carry out quality checks
2. Know how to record and store information accurately
3. Know about the importance of communicating results

Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.102K Understand how to maintain product quality in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining product quality in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 113

Understand how to maintain product quality in food operations

Outcome 1

Know how to carry out quality checks

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the importance of carrying out quality checks
2. describe procedures to deal with non-conformance against the required standards
3. describe the limits of own authority when reporting quality checks

Unit 113

Understand how to maintain product quality in food operations

Outcome 2

Know how to record and store information accurately

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state why records should be kept securely
2. state the importance of maintaining accurate records

Unit 113

Understand how to maintain product quality in food operations

Outcome 3

Know about the importance of communicating results

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the methods of communicating results of quality checks
2. describe the importance of working within own limits of responsibility

Unit 114

Maintain workplace food safety standards in operations

Level:	2
Credit value:	2
UAN:	K/601/2902

Unit aim

This unit supports workforce development for those who maintain workplace food safety standards in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Keep the workspace clean
2. Maintain food safety

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.1035 Maintain workplace food safety standards in manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, maintaining workplace food safety standards in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 114

Maintain workplace food safety standards in operations

Outcome 1

Keep the workspace clean

Assessment Criteria

Underpinning Knowledge

The learner can:

1. keep work area clean and tidy
2. maintain tools, utensils and equipment in a hygienic condition
3. store tools, utensils and equipment correctly
4. keep ingredients and products in their assigned places

Unit 114

Maintain workplace food safety standards in operations

Outcome 2

Maintain food safety

Assessment Criteria

Underpinning Knowledge

The learner can:

1. prevent product contamination and cross contamination
2. follow procedures for dealing with product contamination and cross contamination
3. follow procedures for substances that may cause allergic reactions
4. dispose of food waste and scrap according to procedures

Unit 115

Understand how to maintain workplace food safety in operations

Level: 2
Credit value: 2
UAN: M/601/2903

Unit aim

This unit supports workforce development for those who understand how to maintain workplace food safety, in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the importance of safe food handling practices
2. Know how to deal with pests and infestations
3. Know the importance of minimising the risks of contamination and food poisoning

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FS.104K Understand how to maintain workplace food safety in manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining workplace food safety in operations or animal feed production. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 115

Understand how to maintain workplace food safety in operations

Outcome 1

Know the importance of safe food handling practices

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of food handling practices in maintaining food safety
2. describe how personal hygiene and behaviour affect food safety
3. explain the importance of treating and covering cuts, boils, skin infections and grazes
4. describe how to treat and cover cuts, boils, skin infections and grazes
5. explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety
6. describe the importance of keeping food at specified temperatures
7. outline the causes of food spoilage and how to recognise it
8. describe what action to take in order to reduce food spoilage

Unit 115

Understand how to maintain workplace food safety in operations

Outcome 2

Know how to deal with pests and infestations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the main type of pests and infestations and how they occur
2. describe how to prevent infestation
3. describe how to recognise infestations
4. outline the procedures to follow on discovering infestation

Unit 115

Understand how to maintain workplace food safety in operations

Outcome 3

Know the importance of minimising the risks of contamination and food poisoning

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the types of product contamination, cross contamination and food poisoning
 - bacteria
 - chemicals
 - physical objects
 - substances that cause allergic reactions
2. describe how to prevent contamination and cross contamination from occurring
3. explain how food poisoning enters food and factors that affect its growth
4. describe the symptoms of food poisoning
5. describe how to prevent food poisoning from occurring

Unit 116

Maintain workplace health and safety in food operations

Level: 2
Credit value: 2
UAN: M/601/2917

Unit aim

This unit supports workforce development for those who operate safely in a food business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Work within organisational safety limits
2. Follow organisational emergency procedures
3. Use personal protective equipment

Guided learning hours

It is recommended that **4** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit HS.101S Maintain workplace and health and safety in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace when operating safely in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 116

Maintain workplace health and safety in food operations

Outcome 1

Work within organisational safety limits

Assessment Criteria

Underpinning Knowledge

The learner can:

1. follow operational requirements according to Standard Operating Procedures (SOP)
2. maintain responsible behaviour at work in line with company policies
3. work without causing risks or danger to self and others
4. carry out instructions according to safety notices, hazard and warning signs
5. report hazards, defects and faults to the relevant people
6. keep the workplace and work surfaces clean and clear of hazards
7. follow organisational procedures for reporting sickness, disease and health risks

Unit 116

Maintain workplace health and safety in food operations

Outcome 2

Follow organisational emergency procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. locate emergency escape routes and procedures
2. keep emergency escape routes clear of obstructions
3. use safety systems and alarms correctly
4. follow the specified procedures in an emergency

Unit 116

Maintain workplace health and safety in food operations

Outcome 3

Use personal protective equipment

Assessment Criteria

Underpinning Knowledge

The learner can:

1. identify and locate suitable personal protective equipment necessary for work activities
2. use and wear personal protective equipment in accordance with organisational procedures
3. dispose of personal protective equipment after use

Unit 117

Understand how to maintain workplace health and safety in food operations

Level: 2
Credit value: 2
UAN: T/601/2918

Unit aim

This unit supports workforce development for those who understand workplace health and safety in food manufacture, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the main safety risks and hazards in the working environment
2. Know the health and safety precautions and procedures in the workplace
3. Know the health and safety features of equipment and materials

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit HS.103K Understand workplace health and safety in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding workplace health and safety in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 117

Understand how to maintain workplace health and safety in food operations

Outcome 1

Know the main safety risks and hazards in the working environment

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to define and identify health and safety hazards and risks in the workplace
2. list the main health risks in the workplace and steps that can be taken to control them
3. describe the most common causes of accidents in the work place and steps that help to prevent them
4. state the importance of safety notices and hazard warning signs
5. list the hazards, defects and faults that may arise in the workplace
6. state how to avoid or minimise the effects in the workplace of health and safety
 - hazards
 - defects
 - faults
7. describe the range and care of personal protective equipment.

Unit 117

Understand how to maintain workplace health and safety in food operations

Outcome 2

Know the health and safety precautions and procedures in the workplace

Assessment Criteria

Underpinning Knowledge

The learner can:

1. list the safety precautions required in the workplace
2. describe safe working practices and the importance of following them
3. describe how to contact and obtain help from colleagues with first aid qualifications
4. outline the procedures that should be followed in different emergencies and why they should be followed
5. describe the importance of considering health and safety precautions when planning tasks
6. describe what might happen if tasks are planned without attention to health and safety precautions
7. state how to report accidents and incidents
8. describe the importance of reporting accidents and incidents following company procedures

Unit 117

Understand how to maintain workplace health and safety in food operations

Outcome 3

Know the health and safety features of equipment and materials

Assessment Criteria

Underpinning Knowledge

The learner can:

1. list the rules and hazards associated with particular equipment
2. state the reasons for using specified tools and equipment
3. describe why tools and equipment should be maintained and stored correctly
4. describe how to isolate faulty and defective equipment
5. outline the importance of adjusting workplace equipment to suit the individual
6. list the hazardous substances that are in the workplace
7. describe steps that should be taken to protect individuals from hazardous substances in the workplace
8. describe storage methods for materials and chemicals

Unit 118

Contribute to continuous improvement for achieving excellence in food operations

Level: 2
Credit value: 3
UAN: H/601/2929

Unit aim

This unit supports workforce development for those who contribute to continuous improvement in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Identify improvements in the workplace
2. Share and communicate own ideas for improvement
3. Agree, test and evaluate plan for improvements

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.205S Contribute to continuous improvement for achieving excellence in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, contributing to continuous improvement for achieving excellence. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 118

Contribute to continuous improvement for achieving excellence in food operations

Outcome 1

Identify improvements in the workplace

Assessment Criteria

Underpinning Knowledge

The learner can:

1. identify and make positive suggestions about areas for improvement
2. gather accurate information about potential improvements
3. check that suggestions for improvement can be justified and are realistic

Unit 118

Contribute to continuous improvement for achieving excellence in food operations

Outcome 2

Share and communicate own ideas for improvement

Assessment Criteria

Underpinning Knowledge

The learner can:

1. share ideas for improvement with relevant people and react positively to feedback received
2. communicate finalised ideas in sufficient detail to enable further action to be agreed

Unit 118

Contribute to continuous improvement for achieving excellence in food operations

Outcome 3

Agree, test and evaluate plan for improvements

Assessment Criteria

Underpinning Knowledge

The learner can:

1. work with others to agree an effective action plan for putting improvement ideas into action
2. make a positive contribution to putting the plan into action
3. test and accurately check improvements to find out how effective they are before recommending further action
4. evaluate the effectiveness of improvements that have been introduced

Unit 119

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

Level: 2
Credit value: 2
UAN: Y/601/2930

Unit aim

This unit supports workforce development for those who need to understand how to contribute to continuous improvement for achieving excellence, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the importance of continuous improvement in food operations
2. Know about the resources and measures to support a continuous improvement activity in food operations
3. Know how to support and communicate continuous improvement activity in food operations

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.206K Understand how to contribute to continuous improvement for achieving excellence in a food environment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to continuous improvement for achieving excellence in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 119 **Understand how to contribute to continuous improvement for achieving excellence in food operations**

Outcome 1 Know about the importance of continuous improvement in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state which work area/food operations activity is to be considered for continuous improvement practice
2. outline the health, safety and hygiene requirements of the area in which the continuous improvement activity is to be carried out
3. state why continuous improvement is necessary and what the potential benefits are
4. describe the food operations activity considered for review
5. outline the importance of planning improvements

Unit 119 **Understand how to contribute to continuous improvement for achieving excellence in food operations**

Outcome 2 Know about the resources and measures to support a continuous improvement activity in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the required production/activity rate for the operations activity
2. outline the resources required by the operations activity
3. outline the potential sources of waste associated with the operations activity
4. state the measures available to control waste
5. state the improvement targets and objectives set for the work operation
6. state the role of standard operating procedures in contributing to continuous improvement

Unit 119

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

Outcome 3

Know how to support and communicate continuous improvement activity in food operations

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how own knowledge and experience can add value to the improvement process
2. describe how to support the identification of potential improvements
3. describe how to identify problems and opportunities for solving them
4. describe how to contribute to discussions and respond to possible disagreements in a positive and constructive manner
5. state the extent of own authority, and the person to report to in the event of problems that cannot be resolved
6. state how improvements are communicated in own work area
7. outline how to provide information to support the evaluation of improvement activities

Unit 120

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

Level: 2
Credit value: 3
UAN: K/601/8313

Unit aim

This unit supports workforce development for those who clean in place (CIP) plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Prepare to clean in place
2. Carry out clean in place
3. Complete clean in place

Guided learning hours

It is recommended that **19** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.103S Clean in place (CIP) plant and equipment in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, clean in place (CIP) plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 120

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

Outcome 1

Prepare to clean in place

Assessment Criteria

Underpinning Knowledge

The learner can:

1. prepare plant, equipment and materials as scheduled and isolate where required
2. obtain and check personal protective equipment is fit for use
3. obtain and prepare cleaning materials
4. make sure that all actions taken are within the limits of own authority
5. maintain communication throughout the cleaning process

Unit 120 Clean in place (CIP) plant and equipment in food operations

Outcome 2 Carry out clean in place

Assessment Criteria

Underpinning Knowledge

The learner can:

1. carry out and monitor the cleaning process in line with specifications
2. carry out cleaning in a way that does not damage plant, materials, products and equipment
3. take the necessary precautions to make sure that product is not contaminated by cleaning materials
4. complete cleaning within the required time
5. use personal protective equipment during cleaning

Unit 120

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

Outcome 3

Complete clean in place

Assessment Criteria

Underpinning Knowledge

The learner can:

1. carry out sampling where required
2. make sure that plant, equipment and work areas are fit for future use after cleaning
3. identify and report any signs of contamination, damage or environmental concerns
4. dispose of waste according to specified procedures
5. return cleaning materials and equipment to safe and secure storage
6. inform those who need to know that Cleaning In Place has been completed
7. put protective clothing and equipment in the specified place after use
8. complete all records and reports

Unit 121

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

Level: 2
Credit value: 2
UAN: M/601/8314

Unit aim

This unit supports workforce development for those who understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to prepare to clean in place
2. Know how to clean in place

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.104K Understand how to clean in place (CIP) plant and equipment in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing for and conducting cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 121 Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations

Outcome 1 Know how to prepare to clean in place

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe where to obtain and how to interpret specifications and what might happen if this is not done
2. describe the types and uses of cleaning materials
3. outline COSHH and risk assessment requirements, precautions to be taken when handling or storing cleaning materials and what might happen if this does not happen
4. outline when a permit to work is required, how it is used, and what might happen if it is not obtained before cleaning starts
5. describe how to use guards and warning notices and why this is important
6. describe what might happen if the required protective clothing is not worn according to specifications
7. explain the importance of following the cleaning specification and describe what might happen if it is not followed

Unit 121 Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations

Outcome 2 Know how to clean in place

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state what the CIP system procedures are, where to find them, and what might happen if they are not followed
2. describe the specified set-up of valves, pipes, pumps and CIP points and what might happen if they are not set up according to specifications
3. describe how to re-assemble plant and equipment
4. explain the importance of leaving plant, equipment and work areas fit for use
5. describe the importance of communicating clearly and what may happen if this is not done
6. explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly

Unit 122

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

Level: 2
Credit value: 2
UAN: T/601/8315

Unit aim

This unit supports workforce development for those who understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to avoid contamination
2. Know how to complete cleaning in place

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.104K Understand how to clean in place (CIP) plant and equipment in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when avoiding contamination and completing cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 122 Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations

Outcome 1 Know how to avoid contamination

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the precautions to take to make sure that products are not contaminated by cleaning materials
2. describe what evidence of contamination might be found and the actions to take if this evidence is found
3. explain the procedures for checking and ensuring cleaning has been effective
4. describe the actions to take in the event of ineffective cleaning
5. outline the need to identify and report any signs of contamination, damage or environmental concerns and what may happen if this is not done

Unit 122

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

Outcome 2

Know how to complete cleaning in place

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain why it is important to keep records and what might happen if this is not done
2. explain the importance to cleaning and storing equipment according to specified procedures after use
3. describe what might happen if the specified waste disposal procedures are not followed

Unit 123

Carry out task hand-over procedures in food manufacture

Level: 2
Credit value: 2
UAN: A/601/8316

Unit aim

This unit supports workforce development for those who carry out task hand-over procedures in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Hand over responsibility to another person
2. Take over responsibility from another person

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.1115 Carry out task hand-over procedures in food manufacture..

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the skills of learners in the workplace, carrying out task hand-over procedures in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements

Unit 123

Carry out task hand-over procedures in food manufacture

Outcome 1

Hand over responsibility to another person

Assessment Criteria

Underpinning Knowledge

The learner can:

1. take precautions to ensure that production is not interrupted during hand-over
2. maintain quality standards during task hand-over
3. provide information to those who need to know
4. exchange information in an appropriate place

Unit 123

Carry out task hand-over procedures in food manufacture

Outcome 2

Take over responsibility from another person

Assessment Criteria

Underpinning Knowledge

The learner can:

1. take precautions to ensure that production is not interrupted during hand-over
2. maintain quality standards during hand-over
3. obtain required information from the other person and clarification where necessary
4. exchange information in an appropriate place

Unit 124

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

Level: 2
Credit value: 1
UAN: F/601/8317

Unit aim

This unit supports workforce development for those who understand how to carry out task hand-over procedures, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Know how to carry out task hand-over procedures

Guided learning hours

It is recommended that **7** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.112K Understand how to carry out task hand-over procedures in food manufacture.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out task hand-over procedures in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 124

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

Outcome 1

Know how to carry out task hand-over procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the production schedules and the operation of the quality systems relevant to the work area
2. explain the specified machine settings to meet quality standards and what may happen if they are not met
3. state the origins and destinations of materials and products
4. describe the importance of:
 - providing or obtaining information
 - interpreting information
5. outline the consequences of using inaccurate information

9 Baking knowledge units

Unit 125

Principles of flour milling and flour types for bakery

Level: 2
Credit value: 1
UAN: H/601/4518

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of flour milling and flour types for bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the structure of the wheat grain as a bakery raw material
2. Understand the nutritional composition of the wheat grain
3. Understand the stages in the wheat milling process
4. Understand the main wheat flour types produced by milling

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.301K Principles of flour milling and flour types for bakery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of flour milling and flour types for bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 125

Principles of flour milling and flour types for bakery

Outcome 1

Understand the structure of the wheat grain as a bakery raw material

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the structure and components of the wheat grain
2. outline the function of the constituent parts of the wheat grain
3. describe how wheat grain is best stored to maintain quality before milling or use as a bakery ingredient

Unit 125

Principles of flour milling and flour types for bakery

Outcome 2

Understand the nutritional composition of the wheat grain

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the nutrient composition of the wheat grain including:
 - wheat germ
 - endosperm
 - fibrous coat
2. describe what constitutes a strong, medium and weak wheat

Unit 125

Principles of flour milling and flour types for bakery

Outcome 3

Understand the stages in the wheat milling process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the stages in the wheat milling process including:
 - blending
 - cleaning and washing
 - conditioning
 - breaking and reduction
 - storage and handling
2. describe why damage to starch particles during milling is a critical factor to control
3. define what is meant by the term extraction rate

Unit 125

Principles of flour milling and flour types for bakery

Outcome 4

Understand the main wheat flour types produced by milling

Assessment Criteria

Underpinning Knowledge

The learner can:

1. give examples of the main flour types produced for the UK bread sector
2. describe the differences between the main types of flour produced for the UK bread-making market

Unit 126

Principles of flour in bakery

Level: 2
Credit value: 1
UAN: D/601/4520

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of flour in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the composition of wheat flour
2. Understand the function of wheat flour components
3. Understand the quality control and additives of flour
4. Understand how flours are test baked

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.301K Principles of flour milling and flour types for bakery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of flour in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 126

Principles of flour in bakery

Outcome 1

Understand the composition of wheat flour

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the average nutritional composition of;
 - white bread-making flour
 - wholemeal bread-making flour
2. outline the differences between the nutritional composition of flours used in flour confectionery

Unit 126

Outcome 2

Principles of flour in bakery

Understand the function of wheat flour components

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the function of flour components in bread-making including;
 - protein
 - starch
 - alpha-amylase
2. describe why the moisture content of flour is carefully controlled

Unit 126

Principles of flour in bakery

Outcome 3

Understand the quality control and additives of flour

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the purpose of quality control flour tests including;
 - falling number (Hagberg)
 - starch damage (Farrand)
 - water absorption (Brabender)
 - grade colour figure
 - protein (RAPID meter)
2. give examples of the typical additives added to flour for use in bakery
3. state those additives of flour which are required by statute
4. describe how flour can be matured with treatments to avoid long periods of maturation

Unit 126

Outcome 4

Principles of flour in bakery

Understand how flours are test baked

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the typical quality control arrangements for test baking flours after milling
2. outline how the evaluation of test baking can inform quality adjustments to flour milling processes

Level: 2
Credit value: 1
UAN: K/601/4522

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of fats and oils in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the sources and features of extracting and refining fats and oils
2. Understand the purposes and physical properties of fats and oils used in bakery processing
3. Understand the functional properties and application of fats and oils in bakery processing
4. Understand the function of emulsifiers and stabilisers in bakery processing

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.302K Principles of fats and oils in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of fats and oils in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 127

Outcome 1

Principles of fats and oils in bakery

Understand the sources and features of extracting and refining fats and oils

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the main sources of fats and oils used in bakery including those from:
 - animal origin
 - plant origin
2. describe the key stages in extracting fats and oils from source material including:
 - rendering
 - expression
 - solvent extraction
3. describe how fats and oils can be refined using:
 - purification
 - bleaching
 - deodorizing

Unit 127

Outcome 2

Principles of fats and oils in bakery

Understand the purposes and physical properties of fats and oils used in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. define the purposes of using fats and oils in bakery products
2. describe how the physical properties of fats and oils are utilised when processing bakery products
3. outline why hydrogenation of fats and oils adds value to the way in which they can be used in bakery processing
4. describe how rancidity by oxidation and decomposition causes fats and oils to deteriorate

Unit 127

Outcome 3

Principles of fats and oils in bakery

Understand the functional properties and application of fats and oils in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the functional properties of fats and oils in processing including:
 - shortening
 - creaming
 - layering
 - emulsifying
2. describe the processing uses of fats and oils including:
 - lard
 - suet
 - compound/pumpable shortenings
 - cake margarines
 - pastry margarines
 - vegetable oils

Unit 127

Outcome 4

Principles of fats and oils in bakery

Understand the function of emulsifiers and stabilisers in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. give examples of emulsifiers and stabilisers commonly used in bakery products
2. describe how emulsifiers work to blend fats and oils into bakery mixtures
3. describe how stabilisers provide stability for blended fats and oils in bakery mixtures

Level: 2
Credit value: 1
UAN: M/601/4523

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of sugars and starches in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the sources and features of extracting and refining sugars and starches
2. Understand the purposes and physical properties of sugars and starches used in bakery processing
3. Understand the functional properties and application of sugars and starches in bakery processing
4. Understand the function of vegetable gums in bakery processing

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.303K Principles of sugars and starches in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sugars and starches in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 128

Outcome 1

Principles of sugars and starches in bakery

Understand the sources and features of extracting and refining sugars and starches

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the main sources of sugars and starches used in bakery
2. describe the key stages in extracting sugars and starches from source material
3. describe how sugars and starches can be refined using:
 - crystallisation
 - milling
4. give examples of the sugars and starches commonly used in bakery products

Unit 128

Outcome 2

Principles of sugars and starches in bakery

Understand the purposes and physical properties of sugars and starches used in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. define the purposes of using sugars and starches in bakery products
2. describe how the physical properties of sugars and starches are utilised when processing bakery products
3. outline why modification of starch adds value to starch used in bakery processing

Unit 128

Outcome 3

Principles of sugars and starches in bakery

Understand the functional properties and application of sugars and starches in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the functional properties of sugars in processing including:
 - sugar syrups
 - fondants
 - caramels
2. describe the functional properties of starches including:
 - thickening
 - gelatinisation
3. describe the processing uses of sugars and starches including:
 - glucose and fructose
 - granulated/caster sugar (sucrose)
 - malt sugar
 - milk sugar
 - wheat and corn flour starch

Unit 128

Outcome 4

Principles of sugars and starches in bakery

Understand the function of vegetable gums in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. give examples of vegetable gums commonly used in bakery products
2. describe how vegetable gums work in bakery mixtures including:
 - thickening
 - emulsifying and stabilising
 - gel forming

Level: 2
Credit value: 1
UAN: L/601/4528

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of dairy products in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards..

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the composition, pasteurisation and properties of milk
2. Understand the composition and properties of milk products
3. Understand the composition and properties of fermented milk products

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.304K Principles of dairy products in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of dairy products in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 129

Outcome 1

Principles of dairy products in bakery

Understand the composition, pasteurisation and properties of milk

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the composition of milk products including:
 - whole milk
 - semi-skimmed milk
 - skimmed milk
2. describe the key stages in milk pasteurisation
3. describe why milk is pasteurised and its affect on pathogenic bacteria counts
4. state the functional properties of liquid milk which are useful in bakery processing

Unit 129

Outcome 2

Principles of dairy products in bakery

Understand the composition and properties of milk products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how cream and butter is produced from milk
2. state the composition of single cream, whipping cream, double cream and butter
3. describe the functional properties of milk products which are useful in bakery processing including:
 - evaporated milk
 - condensed milk
 - milk powder
 - cream
 - butter
4. describe how milk products are best stored to delay rancidity

Unit 129

Outcome 3

Principles of dairy products in bakery

Understand the composition and properties of fermented milk products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how cheese is produced
2. describe the composition of cheese
3. outline how yoghurt is produced
4. describe the composition of yoghurt
5. describe the functional properties of cheese and yoghurt which are useful in bakery processing

Level: 2
Credit value: 1
UAN: L/601/4531

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of egg and egg products in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the egg as a bakery raw material
2. Understand the functional properties of egg products

Guided learning hours

It is recommended that **5** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.305K Principles of egg and egg products in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of egg and egg products in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 130

Outcome 1

Principles of egg and egg products in bakery

Understand the egg as a bakery raw material

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the structure and components of the hens egg
2. outline the function of each part of the hens egg
3. outline the nutrient composition of the egg including:
 - whole egg
 - egg yolk
 - egg white
4. describe how hen's eggs are best stored to maintain quality:
 - before processing
 - when used as a bakery ingredient

Unit 130

Outcome 2

Principles of egg and egg products in bakery

Understand the functional properties of egg products

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the functional properties of whole egg which are useful in bakery processing including those for:
 - cake batters
 - custard fillings
2. describe the functional properties of egg white which are useful in bakery processing foam
3. identify and outline the function of the natural egg based emulsifier in bakery mixtures

Unit 131

Principles of salt and dough conditioners/improvers in bakery

Level: 2
Credit value: 1
UAN: Y/601/4533

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of salt and dough conditioners/improvers in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the sources and extraction and composition of salt
2. Understand the main uses and functionality of salt in bakery processing
3. Understand the uses and functional properties of dough conditioners and improvers
4. Understand the advantages and statutory constraints of using dough conditioners and improvers

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.306K Principles of salt and dough conditioners/improvers in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of salt and dough conditioners/improvers in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 131

Principles of salt and dough conditioners/improvers in bakery

Outcome 1

Understand the sources and extraction and composition of salt

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the main sources of salt used in bakery including those from:
 - land origin
 - sea origin
2. describe the key stages in extracting salts from source material including:
 - evaporation
 - crystallisation
 - mining/quarrying
3. outline the structure and composition of salt

Unit 131

Principles of salt and dough conditioners/improvers in bakery

Outcome 2

Understand the main uses and functionality of salt in bakery processing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the main uses of salt in bakery processing
2. describe the functional properties of salt useful in bakery processing including:
 - fermentation control
 - astringent/strengthening of gluten
 - flavour
 - flavour enhancer
3. outline the food standards agency salt reduction targets and their impact on fermentation control

Unit 131

Principles of salt and dough conditioners/improvers in bakery

Outcome 3

Understand the uses and functional properties of dough conditioners and improvers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the uses of dough conditioners/improvers in bakery processing including those for:
 - enhanced dough processing performance
 - increased dough and product volume
 - softness
 - crustiness
 - crumb and texture
2. give examples of the typical components of dough conditioners/improvers including those for:
 - Chorleywood bread process
 - activated dough development
 - bulk fermentation process
3. describe the functions of the main components of dough conditioners/improvers including those for:
 - yeast nutrients
 - enzymes
 - fermentation aids

Unit 131

Principles of salt and dough conditioners/improvers in bakery

Outcome 4

Understand the advantages and statutory constraints of using dough conditioners and improvers

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the advantages of using dough conditioners/improvers as convenience pre-mixes of minor bread ingredients
2. outline the statutory constraints affecting the formulation and use of dough conditioners/improvers

Unit 132

Principles of pre-mixes and concentrates in bakery

Level: 2
Credit value: 1
UAN: D/601/4534

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of pre-mixes and concentrates in bakery, in a bakery or in a learning environment. The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the advantages and disadvantages of using pre-mixes
2. Understand the storage needs and composition of bakery pre-mixes
3. Understand the storage needs and function of bakery concentrates
4. Understand the advantages and disadvantages of using bakery concentrates

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.307K Principles of pre-mixes and concentrates in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of pre-mixes and concentrates in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 132

Principles of pre-mixes and concentrates in bakery

Outcome 1

Understand the advantages and disadvantages of using pre-mixes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. give examples of the typical bakery pre-mixes available to commercial bakery processing
2. describe the processing advantages and disadvantages of using pre-mixes for making flour confectionery products
3. describe the processing advantages and disadvantages of using pre-mixes for making dough based products
4. outline the business level advantages and disadvantages of using bakery pre-mixes

Unit 132

Principles of pre-mixes and concentrates in bakery

Outcome 2

Understand the storage needs and composition of bakery pre-mixes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the optimum storage requirements for bakery pre-mixes
2. describe the typical composition of a pre-mix for bread based products including:
 - soft roll
 - crusty bread
3. describe the typical composition of a pre-mix for flour confectionery products including:
 - scone
 - muffin
 - sponge/cake
 - choux pastry

Unit 132

Principles of pre-mixes and concentrates in bakery

Outcome 3

Understand the storage needs and function of bakery concentrates

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the optimum storage requirements for bakery concentrates
2. give examples of the typical bakery concentrates available to commercial bakery processing
3. describe the function of bakery concentrates including those for:
 - glazes
 - dough conditioners

Unit 132

Principles of pre-mixes and concentrates in bakery

Outcome 4

Understand the advantages and disadvantages of using bakery concentrates

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the advantages of using concentrates as convenience products in bakery processing
2. describe the disadvantages of using concentrates as convenience products in bakery processing

Unit 133

Principles of the Bulk Fermentation Process (BFP)

Level: 2
Credit value: 1
UAN: M/601/4473

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of the Bulk Fermentation Process, in bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the origins and importance of the BFP as a bread-making method
2. Understand the main recipe features of the BFP
3. Understand the main processing features of the BFP
4. Understand the advantages and variations of the BFP

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.104K Principles of mixing dough and process control.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of the Bulk Fermentation Process. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 133

Principles of the Bulk Fermentation Process (BFP)

Outcome 1

Understand the origins and importance of the BFP as a bread-making method

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how the BFP has developed as a standardised process from ancient bread-making techniques
2. distinguish between the importance of the BFP in UK bread-making up to the 1960s
3. describe the current role of the BFP and the importance of this

Unit 133

Principles of the Bulk Fermentation Process (BFP)

Outcome 2

Understand the main recipe features of the BFP

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline which types of flours are best for BFP doughs
2. state typical BFP bread recipes for one hour and three hour bulk fermentation doughs
3. describe the process of delayed salt addition and its advantage in reducing fermentation time
4. describe which dough conditioners and improvers can be added to BFP dough to improve dough performance and quality

Unit 133

Principles of the Bulk Fermentation Process (BFP)

Outcome 3

Understand the main processing features of the BFP

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the low speed mixing requirements for BFP dough
2. describe why water and dough temperature must be controlled at the mixing stage
3. describe how water temperature for dough mixing is calculated
4. describe how bulk fermentation time is determined by dough temperature, yeast levels and other ingredients
5. describe the processing features of the BFP including:
 - dividing
 - rounding
 - intermediate proof/resting
 - final moulding
 - final proof
6. describe how the severity of final moulding can affect dough bubble structure and the characteristics of the bread product

Unit 133

Principles of the Bulk Fermentation Process (BFP)

Outcome 4

Understand the advantages and variations of the BFP

Assessment Criteria

Underpinning Knowledge

The learner can:

1. compare the advantages of the BFP to other commercial bread processing methods
2. outline the processing features of the BFP and advantages of using a sponge and dough processing variation to the BFP

Unit 134

Principles of the Chorleywood Bread Process (CBP)

Level: 2
Credit value: 1
UAN: A/601/4475

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of the Chorleywood Bread Process, in bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand why and when the CBP was developed
2. Understand the main recipe features of the CBP
3. Understand the main processing features of the CBP

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.104K Principles of mixing dough and process control.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of the Chorleywood Bread Process. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 134

Principles of the Chorleywood Bread Process (CBP)

Outcome 1

Understand why and when the CBP was developed

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline where and when the CBP was developed and launched
2. describe why there was a need to change the bulk fermentation bread-making processes
3. compare the advantages of the CBP as a commercial bread processing method to:
 - bulk fermentation processes
 - other mechanical dough development processes
4. outline why the CBP is classified as a mechanical dough development process

Unit 134

Principles of the Chorleywood Bread Process (CBP)

Outcome 2

Understand the main recipe features of the CBP

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the importance of protein content in the CBP
2. state typical percentage protein content used in the CBP
3. state the ratio of oxidising improver needed in CBP recipes
4. state the ratio of hard fat needed in CBP recipes
5. describe why about 3.5% more water is added to CBP doughs compared to bulk fermented doughs
6. describe why the quantity of yeast is increased for CBP doughs compared to bulk fermented doughs

Unit 134

Principles of the Chorleywood Bread Process (CBP)

Outcome 3

Understand the main processing features of the CBP

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the function of energy or work when mixing a CBP dough
2. outline the importance of the rate of energy input in the CBP (time v energy)
3. outline why a high speed batch or continuous mixer is needed to mix CBP dough
4. describe why chilled/cool water is used to mix CBP doughs
5. describe the importance of controlling mixer headspace pressure
6. state why dividing, rounding and moulding is carried out following mixing
7. describe why dough is rested after dividing and rounding in the CBP

Unit 135

Principles of Mechanical Dough Development (MDD) using spiral mixing

Level: 2
Credit value: 1
UAN: L/601/4478

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of Mechanical Dough Development using spiral mixing, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the origins and importance of MDD using spiral mixing as a bread-making method
2. Understand the main recipe features of the MDD process using spiral mixing
3. Understand the main processing features of the MDD process
4. Understand the advantages and the MDD process

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.104K Principles of mixing dough and process control.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of Mechanical Dough Development using spiral mixing. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 135 Principles of Mechanical Dough Development (MDD) using spiral mixing

Outcome 1 Understand the origins and importance of MDD using spiral mixing as a bread-making method

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how the activated dough development (ADD) process was first developed and the changes to UK bread-making legislation that made commercial application possible
2. describe why ADD is no longer widely used commercially, and how it is currently utilised as an MDD process in UK commercial bread-making

Unit 135 Principles of Mechanical Dough Development (MDD) using spiral mixing

Outcome 2 Understand the main recipe features of the MDD process using spiral mixing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline which types of flours are best for MDD process doughs
2. state a typical MDD process bread recipe, by percentage of flour content
3. outline why MDD doughs must contain an oxidising flour improver
4. describe why more water is added to MDD doughs compared to bulk fermented doughs
5. describe why additional yeast is needed for MDD doughs compared to bulk fermented doughs

Unit 135 Principles of Mechanical Dough Development (MDD) using spiral mixing

Outcome 3 Understand the main processing features of the MDD process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the spiral mixing requirements for a MDD process dough
2. describe why water and dough temperature must be controlled at the mixing stage
3. outline how water temperature for dough mixing can be calculated
4. describe the stages of the MDD process including:
 - dividing
 - rounding
 - intermediate proof/resting
 - final moulding
 - final proof
5. describe the affect of oxidising agents in the MDD process on:
 - dough condition
 - moulding performance
 - gas bubble structure
 - final product characteristics and quality

Unit 135 **Principles of Mechanical Dough Development (MDD) using spiral mixing**

Outcome 4 Understand the advantages of the MDD process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. define the advantages of the MDD process as a commercial bread processing method over other processes

Unit 136

Principles of dough fermentation and process control

Level: 2
Credit value: 1
UAN: H/601/4504

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of dough fermentation and process control, in a bakery or in a learning environment. The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the features and role of yeast in dough fermentation
2. Understand the dough fermentation process
3. Understand the factors affecting the rate and control of fermentation in dough
4. Understand dough processing controls

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.113K Principles of dough fermentation and process control

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of dough fermentation and process control. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 136

Principles of dough fermentation and process control

Outcome 1

Understand the features and role of yeast in dough fermentation

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the cell structure and size of yeast
2. describe the properties of yeast cells as a living fungal organism
3. describe how yeast cells multiply
4. describe how fermentation is an essential part of the feeding, growth and multiplication of yeast cells

Unit 136

Principles of dough fermentation and process control

Outcome 2

Understand the dough fermentation process

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state a word equation to summarise the inputs and outputs of dough fermentation
2. describe the critical role of enzymes in fermentation
3. outline which components of dough are used as substrate/raw materials for fermentation
4. describe what happens to the products of fermentation within dough

Unit 136

Principles of dough fermentation and process control

Outcome 3

Understand the factors affecting the rate and control of fermentation in dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how the rate of fermentation is affected by:
 - temperature
 - humidity
 - pH
 - time
2. describe how the rate of fermentation can be affected by the presence of key ingredients:
 - salt
 - sugar
 - fats
 - spices
 - mould and rope inhibitors
3. describe how the dough processing environment is set up to optimise and control the fermentation rate
4. outline the structure of dough and the principle changes during processing
5. describe how dough structure supports the growth of gas bubbles and volume increase during processing

Unit 136

Principles of dough fermentation and process control

Outcome 4

Understand dough processing controls

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to recognise fermentation related problems in doughs which do not conform to specification
2. outline what action can be taken to address fermentation related problems in dough processing
3. describe what happens to the products of fermentation during baking

Unit 137

Principles of yeast manufacture and storage in bakery

Level: 2
Credit value: 1
UAN: T/601/4538

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of yeast manufacture and storage in bakery, in a bakery or in a learning environment. The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the yeast species selected for bakers yeast
2. Understand how yeast is manufactured
3. Understand the characteristics of yeast types
4. Understand how yeasts are quality controlled and stored

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FT.137K Principles of carbohydrate functionality in food science.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of yeast manufacture and storage in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 137

Principles of yeast manufacture and storage in bakery

Outcome 1

Understand the yeast species selected for bakers yeast

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the species of yeast cultivated as bakers yeast
2. describe how careful breeding and selection has produced yeast strains with advantageous characteristics for bakers

Unit 137

Principles of yeast manufacture and storage in bakery

Outcome 2

Understand how yeast is manufactured

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the main stages of yeast manufacture
2. describe what substrates are used to cultivate yeast
3. describe why the early stages of yeast manufacture often involves yeast growing in the absence of air
4. describe how compressed yeast is produced after cultivation

Unit 137

Principles of yeast manufacture and storage in bakery

Outcome 3

Understand the characteristics of yeast types

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the characteristics of commercial bread-making yeasts including:
 - compressed yeast
 - granular yeast
 - bulk yeast
2. describe the characteristics of retail/catering yeasts including:
 - active dried yeast
 - ordinary dried yeast
 - instant dried yeast

Unit 137

Principles of yeast manufacture and storage in bakery

Outcome 4

Understand how yeasts are quality controlled and stored

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the typical quality control arrangements for testing yeast performance after manufacture
2. describe the optimum storage conditions required for compressed and granular yeasts

Unit 138

Principles of retarding and proving dough and process control

Level: 2
Credit value: 1
UAN: D/601/4503

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of retarding and proving dough and process control, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the purpose and function of retarding dough
2. Understand the purpose and function of recovering dough
3. Understand the purpose and function of proving dough
4. Understand the process control of retarding and proving dough

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.112K Principles of retarding and proving dough and process control

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of retarding and proving dough and process control. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 138

Principles of retarding and proving dough and process control

Outcome 1

Understand the purpose and function of retarding dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of retarding fermented dough
2. describe the conditions which retarders maintain to reduce fermentation activity and retard dough products
3. outline how retarder conditions reduce fermentation activity and suspend dough volume increase
4. state how dough recipes can be enhanced to improve quality and performance of retarded dough

Unit 138

Principles of retarding and proving dough and process control

Outcome 2

Understand the purpose and function of recovering dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of recovering fermented dough from retarding or freezing
2. describe the recovery conditions which are created to increase fermentation activity and recover dough products
3. outline why the recovery process is critical to the effective increase in dough fermentation activity in preparation for proving
4. state how dough recipes can be enhanced to improve quality and performance of recovered dough

Unit 138

Principles of retarding and proving dough and process control

Outcome 3

Understand the purpose and function of proving dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. define the purpose of proving fermented dough
2. describe the optimum conditions which provers maintain to maximise fermentation rates and prove dough products
3. outline how prover conditions increase fermentation activity and increase dough volume
4. illustrate the quality features of under and over proving dough products

Unit 138

Principles of retarding and proving dough and process control

Outcome 4

Understand the process control of retarding and proving dough

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe to the importance of maintaining dough condition and temperature in line with specified procedures during processing
2. outline the controlling features which are symptomatic of ineffective retarding, recovery and proving
3. state actions that can be taken to rectify processing problems
4. outline advantages and disadvantages to the bakery business about retarding and proving doughs

Unit 139

Principles of pastry lamination and process control

Level: 2
Credit value: 1
UAN: J/601/4480

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of pastry lamination and process control, in a bakery or in a learning environment. The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how pastry structure is developed during mixing
2. Understand the methods of fat incorporation
3. Understand lamination methods and construction
4. Understand process control of laminated pastry

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.109K Principles of pastry lamination and process control

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of pastry lamination and process control. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 139

Principles of pastry lamination and process control

Outcome 1

Understand how pastry structure is developed during mixing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of mixing dough intended for pastry lamination
2. describe how pastry doughs are developed during mixing
3. describe the function and changes to key ingredients in pastry doughs which are important for achieving specified mixture quality

Unit 139

Principles of pastry lamination and process control

Outcome 2

Understand the methods of fat incorporation

Assessment Criteria

Underpinning Knowledge

The learner can:

1. distinguish between the methods for fat incorporation into pastry including:
 - scotch method
 - english method
 - french method
 - high speed mixing
2. describe how layers of fat and pastry are constructed in readiness for lamination
3. describe why it is necessary to maintain pastry fats for incorporation at optimum processing temperature
4. outline the structural difference between half puff, three quarter puff and full puff pastry

Unit 139

Principles of pastry lamination and process control

Outcome 3

Understand lamination methods and construction

Assessment Criteria

Underpinning Knowledge

The learner can:

1. illustrate the difference between half turn and book fold methods of lamination
2. describe how layers of fat and pastry are constructed during lamination
3. outline the importance of building layers during lamination and how this critically contributes to product quality

Unit 139

Principles of pastry lamination and process control

Outcome 4

Understand process control of laminated pastry

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe why it is important to maintain pastry condition and temperature during processing
2. outline the key features of a failed pastry
3. describe actions that can be taken to rectify pastry processing problems

Unit 140

Principles of oven baking bakery products

Level: 2
Credit value: 1
UAN: T/601/4507

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of baking bakery products, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the purpose and function of releasing agents and linings
2. Understand the types of baking oven
3. Understand how heat energy changes products during baking
4. Understand the importance of effective ventilation and product handling during baking

Guided learning hours

It is recommended that **7** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.115K Principles of baking bakery products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of baking bakery products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 140

Outcome 1

Principles of oven baking bakery products

Understand the purpose and function of releasing agents and linings

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of releasing agents and linings during baking
2. describe how releasing agents can be applied to products, tins and trays
3. outline how releasing agents and linings prevent products from sticking to baking hardware
4. classify the different types of releasing agents used in baking
5. classify the different types of lining materials which can be used on trays or in tins during baking

Unit 140

Outcome 2

Principles of oven baking bakery products

Understand the types of baking oven

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the main types of ovens used in commercial baking
2. distinguish between the main oven types and their best application to bakery products
3. describe how the main oven types can be insulated and fuelled
4. describe the types of baking controls which are available to adjust and maintain oven conditions during baking

Unit 140

Outcome 3

Principles of oven baking bakery products

Understand how heat energy changes products during baking

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how heat is transferred from the oven to a baking product
2. assess the characteristics of baking products in different ways including:
 - oven bottom
 - in tins
 - on trays
3. outline the physical changes that take place within bakery products during the baking process
4. outline the fundamental chemical changes that take place within bakery products during the baking process to produce external crust, product flavour and colour
5. assess the importance and impact of steam generation when baking products to the final product quality
6. compare the affects of baking with too low a baking temperature to the affects of baking with too high a baking temperature
7. describe the importance of operating the oven at the specified baking temperature

Unit 140

Outcome 4

Principles of oven baking bakery products

Understand the importance of effective ventilation and product handling during baking

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of maintaining adequate ventilation during the baking of products
2. outline the importance of positioning, and cooling products on completion of baking

Unit 141

Principles of cooling bakery products using automated processes

Level: 2
Credit value: 1
UAN: A/601/4511

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of cooling bakery products using automated processes, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the function of the cooling process in automated bakery production
2. Understand the importance of The Weights and Measures (packaged goods) regulations 2006

Guided learning hours

It is recommended that **4** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.115.3K Principles of cooling bakery products using automated process.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of cooling bakery products using automated processes. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 141

Principles of cooling bakery products using automated processes

Outcome 1

Understand the function of the cooling process in automated bakery production

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of cooling bakery products
2. outline how coolers work and are operated
3. describe how the cooling process affects the quality of the finished product
4. describe the importance of controlling factors affecting the cooling process:
 - time
 - temperature
 - humidity

Unit 141 **Principles of cooling bakery products using automated processes**

Outcome 2 Understand the importance of The Weights and Measures (packaged goods) regulations 2006

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the key features of The Weights and Measures (packaged goods) regulations 2006
2. state why the cooling process is particularly important to complying with The Weights and Measures (packaged goods) regulations 2006

Unit 142

Principles of frying bakery products

Level: 2
Credit value: 1
UAN: J/601/4513

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of frying bakery products, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the types of frying media used for frying
2. Understand the characteristics of frying media
3. Understand how heat energy changes products during frying
4. Understand the importance of effective ventilation and product handling during frying

Guided learning hours

It is recommended that **5** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.118K Principles of frying bakery products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of frying bakery products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements

Unit 142

Outcome 1

Principles of frying bakery products

Understand the types of frying media used for frying

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline sources and types of fats and oils which are used for frying bakery products
2. describe the importance of using the correct type of fats or oils for frying

Unit 142

Outcome 2

Principles of frying bakery products

Understand the characteristics of frying media

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the common chemical structure of frying fats and oils
2. describe how the common chemical structure of frying fats and oils is affected by heating over time
3. describe why it is necessary to replace frying fats and oils according to specified advice
4. define the meaning of the terms; slip point, smoke point and flash point

Unit 142

Outcome 3

Principles of frying bakery products

Understand how heat energy changes products during frying

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how heat is transferred from the frying media to a product
2. outline the physical changes that take place within products during the frying process
3. assess the importance and impact of steam generation when frying products to the final product quality
4. describe how fat absorption into the surface of products during the frying process affects the eating quality of the product and its resultant calorific value
5. compare the affects of frying with too low a frying temperature to affects of frying with too high a frying temperature
6. describe the importance of operating the fryer at the specified frying temperature

Unit 142

Outcome 4

Principles of frying bakery products

Understand the importance of effective ventilation and product handling during frying

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of maintaining adequate ventilation during the frying of products
2. outline the importance of positioning, draining and cooling products on completion of frying

Unit 143

Principles of preparing and handling bakery finishing materials

Level: 2
Credit value: 1
UAN: R/601/4515

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of preparing and handling bakery finishing materials, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the types and properties of media used for finishing
2. Understand the maintenance and storage requirements of finishing materials
3. Understand how finishing materials are prepared for application
4. Understand the application of finishing materials and the impact on quality

Guided learning hours

It is recommended that **7** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.120K Principles of preparing and handling bakery finishing materials

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of preparing and handling bakery finishing materials. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 143

Principles of preparing and handling bakery finishing materials

Outcome 1

Understand the types and properties of media used for finishing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the types of media which are used for finishing including those based upon:
 - sugars and starches
 - gels
 - fats and oils
 - fruits
 - nuts
2. state the physical properties of finishing materials based upon the following:
 - sugars and starches
 - gels
 - fats and oils

Unit 143

Principles of preparing and handling bakery finishing materials

Outcome 2

Understand the maintenance and storage requirements of finishing materials

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the optimum storage conditions required for finishing materials including:
 - temperature
 - humidity
 - time constraints
 - light
 - air contact
2. describe the affect of adverse storage conditions on finishing materials
3. describe what features finishing materials might exhibit if they are declared unsuitable for use

Unit 143

Principles of preparing and handling bakery finishing materials

Outcome 3

Understand how finishing materials are prepared for application

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how the following finishing materials are prepared from scratch:
 - water icing
 - fondant
 - chocolate flavoured coating
2. describe how the following finishing materials are prepared using pre-mixes and preparations:
 - sugar based coatings
 - gels and glazes
3. describe how to apply corrective measures to finishing materials which have partially dried out or lost condition

Unit 143

Principles of preparing and handling bakery finishing materials

Outcome 4

Understand the application of finishing materials and the impact on quality

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the most effective methods of applying finishing materials including those based upon:
 - sugars and starches
 - gels
 - fats/oils
 - fruits
 - nuts
2. outline the impact of inappropriate or incorrectly applied methods of application to product quality

Unit 144

Principles of mixing flour confectionery and process control

Level: 2
Credit value: 1
UAN: Y/601/4516

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of mixing flour confectionery and process control, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the purpose and importance of mixing
2. Understand the aeration of batter and foam mixtures
3. Understand how scone and pastry mixtures are developed
4. Understand failed mixtures and corrective actions

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.202K Principles of mixing flour confectionery and process control

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of mixing flour confectionery and process control. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 144

Principles of mixing flour confectionery and process control

Outcome 1

Understand the purpose and importance of mixing

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of mixing in processing flour confectionery
2. describe why it is critical to measure and load ingredients according to recipe instructions
3. describe the importance of mixing according to work instructions and specifications
4. describe problems that may result from using inappropriate mixers, mixer attachments or overloading mixers

Unit 144

Principles of mixing flour confectionery and process control

Outcome 2

Understand the aeration of batter and foam mixtures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how physical or mechanical aeration is developed during the mixing of cake and sponge batters
2. outline the function and changes to key ingredients in batters which are important in developing and maintaining aeration
3. describe how physical or mechanical aeration is developed when mixing foams
4. outline the function and changes to key ingredients in foams which are important in developing and maintaining aeration
5. assess how aeration is maintained at optimum levels to ensure that it is not compromised during mixture processing

Unit 144

Principles of mixing flour confectionery and process control

Outcome 3

Understand how scone and pastry mixtures are developed

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state the key features of scone mixes
2. describe how scone mixtures are developed during mixing
3. describe the function and changes to key ingredients in scone mixtures which are important to achieving specified mixture quality
4. describe the key features of:
 - short pastry
 - biscuit mixtures
5. describe how short pastry and biscuit mixtures are developed during mixing
6. describe the function and changes to key ingredients in pastry and biscuit mixtures which are important to achieving specified mixture quality

Unit 144

Principles of mixing flour confectionery and process control

Outcome 4

Understand failed mixtures and corrective actions

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how to identify failed mixtures
2. outline the actions that can be taken to address failed mixtures including:
 - batters
 - foams
 - scone mixtures
 - pastry mixtures

Level: 2
Credit value: 1
UAN: F/601/4509

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of hot plate baking bakery products, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the purpose and function of releasing agents
2. Understand the types of hot plates
3. Understand how heat energy changes products during hot plate baking
4. Understand the importance of effective ventilation and product handling during hot plate baking

Guided learning hours

It is recommended that **5** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.115K Principles of baking bakery products

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of hot plate baking bakery products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 145

Outcome 1

Principles of hot plate baking bakery products

Understand the purpose and function of releasing agents

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purpose of releasing agents during hot plate baking
2. describe how releasing agents are applied to hot plate surfaces
3. outline how to prevent the product sticking to the hot plate
4. state the types of releasing agents used in hot plate baking

Unit 145

Outcome 2

Principles of hot plate baking bakery products

Understand the types of hot plates

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the main types of hot plate used in commercial baking
2. describe how hot plates are insulated and fuelled
3. describe the types of baking controls which are available to adjust and maintain hot plate conditions during baking

Unit 145

Outcome 3

Principles of hot plate baking bakery products

Understand how heat energy changes products during hot plate baking

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe how heat is transferred from the hot plate to a baking product
2. outline the physical changes that take place within bakery products during the hot plate baking process
3. outline the foundation chemical changes that take place within bakery products during the hot plate baking process to produce external crust, product flavour and colour
4. assess the importance and impact of steam generation when hot plate baking products to final product quality
5. describe the importance of operating the hot plate at the specified baking temperature

Unit 145

Principles of hot plate baking bakery products

Outcome 4

Understand the importance of effective ventilation and product handling during hot plate baking

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the importance of maintaining adequate ventilation when hot plate baking products
2. describe the importance of maintaining a clean hot plate surface during baking and avoiding scratching the surface
3. outline the importance of positioning, and cooling products on completion of hot plate baking

Level: 2
Credit value: 1
UAN: A/601/4525

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of decorative pastes in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and technicians who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the ingredients and methods for making sugar and gum pastes
2. Understand the uses for sugar and gum pastes
3. Understand the ingredients and methods for making nut pastes and marzipan
4. Understand the uses for nut pastes and marzipan

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.303K Principles of sugars and starches in bakery

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of decorative pastes in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Unit 146

Outcome 1

Principles of decorative pastes in bakery

Understand the ingredients and methods for making sugar and gum pastes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the method and recipe for making a hard-drying type sugar paste
2. describe the method and recipe for making a soft-type sugar paste
3. describe the method and recipe for making a gum paste intended for ornamental work

Unit 146

Outcome 2

Principles of decorative pastes in bakery

Understand the uses for sugar and gum pastes

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the cake decoration uses and applications for sugar paste
2. outline the cake decoration uses for gum pastes
3. outline the cake decoration uses for pastillage

Unit 146

Outcome 3

Principles of decorative pastes in bakery

Understand the ingredients and methods for making nut pastes and marzipan

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe the method and recipe for making a nut paste (Persipan)
2. define the term marzipan
3. describe the method and recipe for making marzipan on an industrial scale
4. state the regulatory requirements regarding the minimum almond content for marzipan

Unit 146

Outcome 4

Principles of decorative pastes in bakery

Understand the uses for nut pastes and marzipan

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the cake decoration uses and applications for nut pastes
2. outline the cake decoration uses for marzipan

Level: 2
Credit value: 1
UAN: H/601/4535

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of packaging in bakery, in a bakery or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the bakery industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards..

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the purpose and function of bakery packaging
2. Understand the types of packaging material used in bakery
3. Understand the technical product needs for different types of packaging

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.308K Principles of packaging in bakery.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of packaging in bakery. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements

Unit 147

Outcome 1

Principles of packaging in bakery

Understand the purpose and function of bakery packaging

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the purposes of bakery packaging
2. describe the functions which bakery packaging perform
3. define the meaning of the term 'food safe packaging'

Unit 147

Outcome 2

Principles of packaging in bakery

Understand the types of packaging material used in bakery

Assessment Criteria

Underpinning Knowledge

The learner can:

1. describe what the sources of paper, board, cellulose and plastic packaging material are
2. describe the typical applications for bakery packaging for different product types including:
 - paper
 - waxed paper
 - board
 - cellulose
 - plastics
3. outline the different grades of cellulose films used in bakery packaging

Unit 147

Outcome 3

Principles of packaging in bakery

Understand the technical product needs for different types of packaging

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline why specific packaging types best meet the technical needs of products, including:
 - soft bread
 - crusty bread
 - morning goods
2. outline why specific packaging types best meet the technical needs of flour confectionery products including:
 - high sugar cake
 - high liquor/low sugar cake
 - low moisture confectionery
 - decorated cakes
 - savoury and meat products

Level: 3
Credit value: 3
UAN: A/601/2953

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of improvement in food operations or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand improvement, its role and the opportunities for improvement
2. Understand how waste control can impact on improvement
3. Understand the impact of visual controls, the Deming Cycle and procedures

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.204K Principles of improvement in a food environment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of improvement in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Unit 148

Outcome 1

Principles of improvement in food operations

Understand improvement, its role and the opportunities for improvement

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the principles of improvement as they apply in food and drink manufacture or supply
2. detail the importance of process improvement to food and drink manufactures and suppliers
3. summarise the role of improvement techniques and their application in support of improvement including:
 - cellular manufacturing
 - total productive maintenance
 - structured problem solving
 - visual management
 - specialist techniques
4. detail the opportunities in the work area where improvements can be made

Unit 148

Outcome 2

Principles of improvement in food operations

Understand how waste control can impact on improvement

Assessment Criteria

Underpinning Knowledge

The learner can:

1. state why inventory control is important to waste reduction in the food industry
2. detail how and why food/drink processing can create waste at stages, including:
 - over production
 - over processing
 - transport and distribution
3. state the impact of waiting time on food waste
4. summarise how levels of operator skills and knowledge can impact on waste
5. describe how out of specification raw materials and products cause waste
6. outline how the effective utilisation of a workforce can reduce waste

Unit 148

Outcome 3

Principles of improvement in food operations

Understand the impact of visual controls, the Deming Cycle and procedures

Assessment Criteria

Underpinning Knowledge

The learner can:

1. summarise the methods used to visually communicate improvement information
2. describe the importance of understanding the activity under review, and how this will affect the quality of the problem solving process
3. state the role of the Deming Cycle (plan, do, check, act) in improvement activities
4. outline the purpose of standard operating procedures and specifications

Unit 149

Principles of continuous improvement techniques (Kaizen) in food operations

Level: 3
Credit value: 3
UAN: F/601/2954

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of continuous improvement techniques (Kaizen) in food operations or in a learning environment.

The unit is designed for use primarily by manager, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the features, importance of Kaizen activity
2. Understand the criteria and requirements for Kaizen and problem solving
3. Understand how to interact with Kaizen activity

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.207K Principles of continuous improvement techniques (Kaizen) in a food environment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of continuous improvement techniques (Kaizen) in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Unit 149

Principles of continuous improvement techniques (Kaizen) in food operations

Outcome 1

Understand the features, importance of Kaizen activity

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how the health, safety and hygiene requirements of a work area can influence a Kaizen activity
2. summarise the main features of a Kaizen activity and the establishment of measurable improvements
3. evaluate the importance of encouraging people to identify continuous improvements
4. explain the evaluation of improvement ideas and selection of those that are to be pursued
5. explain the function of standard operating procedures and specifications
6. clarify the resources required to support production schedules and specifications
7. describe why it is important to be clear about the levels of authority of personnel linked to problem resolution

Unit 149

Principles of continuous improvement techniques (Kaizen) in food operations

Outcome 2

Understand the criteria and requirements for Kaizen and problem solving

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the criteria used to select an area/processing activity for Kaizen activity
2. explain the importance of understanding the food process and/or activity under review
3. summarise the requirements for the deployment of Kaizen, and the resources required by the activity
4. explain the importance of waste in Kaizen activity and why inventory control is important to waste reduction
5. explain how root cause analysis can support problem solving
6. explain how own knowledge of food processing activities can support problem solving

Unit 149

Principles of continuous improvement techniques (Kaizen) in food operations

Outcome 3

Understand how to interact with Kaizen activity

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the application of the Deming Cycle (plan, do, check, act)
2. explain how to engage the knowledge and experience of the people involved in the process in the development of improvement activities
3. explain how to separate facts and opinions about the food operations and how these affect improvement actions
4. explain the techniques used to visually communicate the work of the Kaizen activity to participants and others
5. explain how to use calculations for identifying the required production rate for a process
6. summarise the cycle time of a process
7. explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it including:
 - line balance
 - process displays

Level: 3
Credit value: 4
UAN: L/601/2701

Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of improvement in food operations or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of sustainability
2. Understand factors affecting sustainability targets
3. Understand factors affecting support for sustainability targets
4. Understand the factors influencing the achievement of sustainability

Guided learning hours

It is recommended that **34** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SF.102K Principles of sustainability in a food environment

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Improve

Assessment and grading

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sustainability. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Unit 150

Outcome 1

Principles of sustainability in food operations

Understand the principles of sustainability

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline the key principles of environmental sustainability in a food environment in relation to:
 - energy
 - waste
 - water usage
 - transportation
2. describe the relationship between sustainability and the three key elements of corporate social responsibility:
 - economic
 - social
 - environmental
3. describe the benefits of sustainability to the organisation and its stakeholders
4. summarise how sustainability impacts on all the component functions of an organisation

Unit 150

Outcome 2

Principles of sustainability in food operations

Understand factors affecting sustainability targets

Assessment Criteria

Underpinning Knowledge

The learner can:

1. outline how to establish targets for sustainable development, including the use of benchmarking
2. explain how carbon currency data (carbon footprints) is used as an indicator of sustainability
3. explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability

Unit 150

Outcome 3

Principles of sustainability in food operations

Understand factors affecting support for sustainability targets

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain how continuous improvement supports sustainability
2. explain how to gain the commitment of stakeholders to the development of sustainable food production
3. outline how Environmental Management Systems (EMS) are used to support sustainability in a food environment

Unit 150

Outcome 4

Principles of sustainability in food operations

Understand the factors influencing the achievement of sustainability

Assessment Criteria

Underpinning Knowledge

The learner can:

1. summarise the influences which impact upon the achievement of sustainability
2. explain how to control the efficient use of resources within organisational activities to help achieve sustainability
3. explain how the actions of others within the supply chain can influence sustainability
4. explain the potential barriers to achieving sustainability and summarise ways these can be overcome
5. describe how to access sources of advice and guidance on achieving sustainability

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**

Find out how to register and certificate candidates on line

- **Events**
Contains dates and information on the latest Centre events
- **Online assessment**
Contains information on how to register for GOLLA assessments.

City & Guilds
Skills for a brighter future



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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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