

Level 3 Award, Certificate & Diploma for Proficiency in Baking Industry Skills (1285)

March 2018 Version 3.1



Qualification at a glance

Subject area	Proficiency in Baking Industry Skills
City & Guilds number	1285
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Portfolio of evidence for each unit
Support materials	Centre handbook
Registration and certification	See Online Catalogue/Walled Garden for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award for Proficiency in Baking Industry Skills	1285-30	600/0725/4
Level 3 Certificate for Proficiency in Baking Industry Skills	1285-31	600/0724/2
Level 3 Diploma for Proficiency in Baking Industry Skills	1285-32	600/0802/7

Version and date	Change detail	Section
2.0 Apr 2013	Correct credit value – Unit 153, 193 & 238	Structure / Units
	Correct Unit title – Unit 153	Structure / Units
3.0 March 2015	Correct Unit title – Unit 181	Units
3.1 March 2018	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Throughout



Contents

1	Introduction	7
2	Centre requirements	17
3	Delivering the qualification	20
4	Assessment	22
5	Units	23
Unit 151	Control production of bakery products	28
Unit 152	Understand how to control production of bakery products	31
Unit 153	Design and develop specialist individual dough based products	34
Unit 154	Understand how to design and develop specialist individual bakery products	36
Unit 155	Evaluate specialist individual dough based products	38
Unit 156	Understand how to evaluate specialist individual bakery products	40
Unit 157	Produce specialist individual dough based products	42
Unit 158	Understand how to produce specialist individual bakery products	44
Unit 159	Batch produce advanced craft fermented dough based products	46
Unit 160	Understand how to batch produce advanced craft fermented dough based products	48
Unit 161	Batch produce advanced craft non fermented dough based products	50
Unit 162	Understand how to batch produce advanced craft non fermented dough based products	52
Unit 163	Design and develop specialist individual flour confectionery	54
Unit 164	Evaluate specialist individual flour confectionery	56
Unit 165	Produce specialist individual flour confectionery	58
Unit 166	Batch produce advanced craft flour confectionery products	60
Unit 167	Understand how to batch produce advanced craft flour confectionery products	62
Unit 168	Plan and co-ordinate back-off operations in food manufacture	64
Unit 169	Understand how to plan and co-ordinate bake-off operations in food manufacture	66
Unit 170	Organise the receipt and storage of goods and materials in food operations	68
Unit 171	Understand how to organise the receipt and storage of goods and materials in food operations	70

Unit 172	Monitor and maintain storage conditions in food operations	72
Unit 173	Monitor stored goods and materials in food operations	74
Unit 174	Monitor and maintain storage systems and procedures in food operations	76
Unit 175	Understand how to monitor and maintain storage systems and procedures in food operations	78
Unit 176	Maximise sales in a food retail environment	80
Unit 177	Understand how to maximise sales of food products in a retail environment	82
Unit 178	Understand how to plan to maximise sales of food products in a retail environment	84
Unit 179	Set up and maintain food retail operations	86
Unit 180	Monitor effectiveness of food retail operations	88
Unit 181	Understand how to co-ordinate food retail operations	90
Unit 182	Plan and co-ordinate food services	92
Unit 183	Understand how to plan and co-ordinate food services	94
Unit 184	Set up and maintain food service operations	96
Unit 185	Monitor effectiveness of food service operations	98
Unit 186	Understand how to set up and maintain food service operations	100
Unit 187	Manage commissioning and handover of plant and equipment in food manufacture	102
Unit 188	Understand how to manage commissioning and handover of plant and equipment in food manufacture	104
Unit 189	Maintain plant and equipment in food manufacture	107
Unit 190	Understand how to maintain plant and equipment in food manufacture	110
Unit 191	Interpret and communicate information and data in food operations	112
Unit 192	Understand how to interpret and communicate information and data in food operations	114
Unit 193	Control energy efficiency in food operations	116
Unit 194	Contribute to continuous improvement of food safety in manufacture	118
Unit 195	Understand how to contribute to continuous improvement of food safety in manufacture	120
Unit 196	Report on compliance with food safety requirements in operations	122
Unit 197	Understand how to report on compliance with food safety requirements in operations	124
Unit 198	Control and monitor safe supply of raw materials and ingredients in food operations	126

Unit 199	Understand how to control and monitor safe supply of raw materials and ingredients in food operations	128
Unit 200	Manage and evaluate production performance in food manufacture	130
Unit 201	Understand how to manage and evaluate production performance in food manufacture	133
Unit 202	Contribute to optimising work areas in food manufacture	136
Unit 203	Understand how to contribute to optimising work areas in food manufacture	139
Unit 204	Diagnose problems in food operations	142
Unit 205	Understand how to diagnose problems in food operations	144
Unit 206	Resolve problems in food operations	146
Unit 207	Understand how to resolve problems in food operations	148
Unit 208	Monitor and control throughput to achieve targets in food operations	150
Unit 209	Understand how to monitor and control throughput to achieve targets in food operations	152
Unit 210	Secure commitment to an achieving excellence strategy in a food environment	155
Unit 211	Understand how to secure commitment to achieving excellence strategy in a food environment	157
Unit 212	Set up and maintain picking and packing orders in food operations	160
Unit 213	Monitor effectiveness of picking and packing operations in food operations	162
Unit 214	Understand how to coordinate picking and packing orders in food operations	164
Unit 215	Monitor food safety at critical control points in operations	166
Unit 216	Monitor product quality in food operations	168
Unit 217	Understand how to control product quality in food operations	170
Unit 218	Monitor health, safety and environmental systems in food operations	172
Unit 219	Understand how to monitor health, safety and environmental management systems in food operations	174
Unit 220	Manage organisational change for achieving excellence in food operations	177
Unit 221	Understand how to manage organisational change for achieving excellence in food operations	180
Unit 222	Develop working relationships with colleagues in food operations	182
Unit 223	Understand how to develop working relationships with colleagues in food operations	184
Unit 224	Principles of sustainability in food operations	186

Unit 225	Principles of HACCP for food manufacturing	189
Unit 226	Principles of food policy and regulation	191
Unit 227	Principles of flour in bakery	193
Unit 228	Principles of fats and oils in bakery	196
Unit 229	Principles of sugars and starches in bakery	199
Unit 230	Principles of dairy products in bakery	202
Unit 231	Principles of egg and egg products in bakery	205
Unit 232	Principles of salt and dough conditioners / improvers in bakery	207
Unit 233	Principles of the Bulk Fermentation Process (BFP)	210
Unit 234	Principles of the Chorleywood Bread Process (CBP)	212
Unit 235	Principles of Mechanical Dough Development (MDD) using spiral mixing	214
Unit 236	Principles of dough fermentation and process control	216
Unit 237	Principles of retarding and proving dough and process control	219
Unit 238	Principles of oven baking bakery products	222
Unit 239	Principles of preparing and handling bakery finishing materials	224
Unit 240	Principles of packaging in bakery	227
Unit 241	Principles of mixing flour confectionery and process control	230
Appendix 1	Links to other qualifications	233
Appendix 2	Sources of general information	234



1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are designed for learners who are working in the baking industry
What do the qualifications cover?	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.
What opportunities for progression are there?	Allow candidates to progress into employment or to the following City & Guilds qualifications: 1284 City & Guilds Level 2, 3 and 4 Award/Certificate/Diploma for Proficiency in Food Manufacturing Excellence.

Structure

The units within the Level 3 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 **Level 3 Award for Proficiency in Baking Industry Skills (1285-30)**, learners must achieve a minimum of **10 credits**, comprising from the following combination of credits from each of the two unit groups:

Group A	Specialist bakery skills units, retail and sales units and support operations units	Units 151 – 214	Minimum of 8 credits.
Group B	Common operations units	Units 215 – 223	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 **Level 3 Certificate for Proficiency in Baking Industry Skills (1285-31)**, learners must achieve a minimum of **27 credits**, comprising of the following combination of credits from each of the three unit groups:

Group A	Specialist bakery skills units, retail and sales units and support operations units	Units 151 – 214	Minimum of 21 credits.
Group B	Common operations units	Units 215 – 223	It is not mandatory to take any units from Group B but up to 4 credits can be achieved.
Group C	Specialist bakery knowledge units	Units 224 – 241	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 **Level 3 Diploma for Proficiency in Baking Industry Skills (1285-32)**, learners must achieve a minimum of **37 credits**, comprising of the following combination of credits from each of the three unit groups:

Group A	Specialist bakery skills units, retail and sales units and support operations units	Units 151 – 214	Minimum of 22 credits.
Group B	Common operations units	Units 215 – 223	It is not mandatory to take any units from Group B but up to 8 credits can be achieved.
Group C	Specialist bakery knowledge units	Units 224 – 241	Minimum of 7 credits.

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

Specialist Bakery Skills Units

City & Guilds unit no.	Title	Unit number	Credit value	GLH	Level
1285-151	Control production of bakery products	D/602/4612	4	27	3
1285-152	Understand how to control production of bakery products	H/602/4613	3	19	3
1285-153	Design and develop specialist individual dough based products	K/602/4600	5	30	3
1285-154	Understand how to design and develop specialist individual bakery products	T/602/4597	4	25	3
1285-155	Evaluate specialist individual dough based products	M/602/4601	4	25	3
1285-156	Understand how to evaluate specialist individual bakery products	A/602/4598	3	22	3
1285-157	Produce specialist individual dough based products	T/602/4602	5	30	3
1285-158	Understand how to produce specialist individual bakery products	F/602/4599	4	25	3
1285-159	Batch produce advanced craft fermented dough based products	J/602/4605	6	30	3
1285-160	Understand how to batch produce advanced craft fermented dough based products	L/602/4606	2	20	3
1285-161	Batch produce advanced craft non fermented dough based products	A/602/4603	6	30	3
1285-162	Understand how to batch produce advanced craft non fermented dough based products	F/602/4604	2	20	3
1285-163	Design and develop specialist individual flour confectionery	R/602/4607	5	30	3

City & Guilds unit no.	Title	Unit number	Credit value	GLH	Level
1285-164	Evaluate specialist individual flour confectionery	Y/602/4608	4	25	3
1285-165	Produce specialist individual flour confectionery	D/602/4609	5	30	3
1285-166	Batch produce advanced craft flour confectionery products	R/602/4610	6	30	3
1285-167	Understand how to batch produce advanced craft flour confectionery products	Y/602/4611	2	13	3

Retail and Sales Units

City & Guilds unit number	Title	Unit number	Credit value	GLH	Level
1285-168	Plan and co-ordinate bake-off operations in food manufacture	J/602/4569	3	15	3
1285-169	Understand how to plan and co-ordinate bake-off operations in food manufacture	A/602/4570	3	14	3
1285-170	Organise the receipt and storage of goods and materials in food operations	F/602/4571	3	15	3
1285-171	Understand how to organise the receipt and storage of goods and materials in food operations	J/602/4572	3	18	3
1285-172	Monitor and maintain storage conditions in food operations	Y/602/1708	3	14	3
1285-173	Monitor stored goods and materials in food operations	Y/602/4575	2	11	3
1285-174	Monitor and maintain storage systems and procedures in food operations	D/601/5179	2	10	3

City & Guilds unit number	Title	Unit number	Credit value	GLH	Level
1285-175	Understand how to monitor and maintain storage conditions in food operations	D/601/5182	2	10	3
1285-176	Maximise sales in a food retail environment	D/601/5280	4	20	3
1285-177	Understand how to maximise sales of food products in a retail environment	R/601/5292	3	24	3
1285-178	Understand how to plan to maximise sales of food products in a retail environment	D/601/5294	3	22	3
1285-179	Set up and maintain food retail operations	M/602/4579	3	20	3
1285-180	Monitor effectiveness of food retail operations	H/602/4580	2	12	3
1285-181	Understand how to co-ordinate food retail operations	K/602/4581	2	14	3
1285-182	Plan and co-ordinate food services	M/602/4582	3	18	3
1285-183	Understand how to plan and co-ordinate food services	A/602/4584	3	25	3
1285-184	Set up and maintain food service operations in food operations	F/602/4585	2	14	3
1285-185	Monitor effectiveness of food service operations	J/602/4586	2	14	3
1285-186	Understand how to set up and maintain food service operations	L/602/4587	2	16	3

Support Operations Units

City & Guilds unit no.	Title	Unit number	Credit value	GLH	Level
1285-187	Manage commissioning and handover of plant and equipment in food operations	D/602/5808	4	33	4
1285-188	Understand manage commissioning and handover of plant and equipment in food manufacture	H/602/5809	4	27	4
1285-189	Maintain plant and equipment in food operations	D/602/5811	4	26	3
1285-190	Understand how to maintain plant and equipment in food operations	K/602/5830	3	23	3
1285-191	Interpret and communicate information and data in food operations	J/601/5225	3	18	3
1285-192	Understand how to interpret and communicate information and data in food operations	L/601/5226	3	14	3
1285-193	Control energy efficiency in a food operations	A/602/4701	3	13	3
1285-194	Contribute to continuous improvement of food safety in operations	R/602/5627	3	20	3
1285-195	Understand how to contribute to continuous improvement of food safety in operations	Y/602/5628	4	30	3
1285-196	Report on compliance with food safety requirements in operations	J/601/9680	4	26	4
1285-197	Understand how to report on compliance with food safety requirements in operations	L/601/9681	4	20	4

City & Guilds unit no.	Title	Unit number	Credit value	GLH	Level
1285-198	Control and monitor safe supply of raw materials and ingredients in food operations	F/602/5834	1	6	3
1285-199	Understand how to control and monitor safe supply of raw materials and ingredients in food operations	J/602/5835	3	20	3
1285-200	Manage and evaluate production performance in food manufacture	L/602/5836	5	36	4
1285-201	Understand how to manage and evaluate production performance in food manufacture	R/602/5837	5	40	4
1285-202	Contribute to optimising work areas in food manufacture	Y/602/5838	3	26	3
1285-203	Understand how to contribute to optimising work areas in food manufacture	D/602/5839	3	15	3
1285-204	Diagnose problems in food operations	A/602/4617	3	14	3
1285-205	Understand how to diagnose problems in food operations	F/602/4618	3	16	3
1285-206	Resolve problems in food operations	J/602/4619	3	16	3
1285-207	Understand how to resolve problems in food operations	A/602/4620	4	22	3
1285-208	Monitor and control throughput to achieve targets in food operations	F/602/4697	2	9	3
1285-209	Understand how to monitor and control throughput to achieve targets in food operations	J/602/4698	3	15	3
1285-210	Secure commitment to an achieving excellence strategy in a food operations	F/601/9659	4	23	4

City & Guilds unit no.	Title	Unit number	Credit value	GLH	Level
1285-211	Understand how to secure commitment to an achieving excellence strategy in a food operations	T/601/9660	5	31	4
1285-212	Set up and maintain picking and packing orders in food operations	M/602/5831	3	18	3
1285-213	Monitor effectiveness of picking and packing operations in food operations	T/602/5832	2	12	3
1285-214	Understand how to coordinate picking and packing orders in food operations	A/602/5833	2	14	3

Common Operations Units

City & Guilds unit number	Title	Unit number	Credit value	GLH	Level
1285-215	Monitor food safety at critical control points in operations	H/602/5826	1	5	3
1285-216	Monitor product quality in food operations	Y/602/1692	3	20	3
1285-217	Understand how to control product quality in food operations	T/602/5829	2	10	3
1285-218	Monitor health, safety and environmental systems in food operations	K/602/5827	2	12	3
1285-219	Understand how to monitor health, safety and environmental management systems in food operations	M/602/5828	3	20	3
1285-220	Manage organisational change for achieving excellence in food operations	L/602/5075	4	21	3

City & Guilds unit number	Title	Unit number	Credit value	GLH	Level
1285-221	Understand how to manage organisational change for achieving excellence in food operations	R/602/5076	3	17	3
1285-222	Develop working relationships with colleagues in food operations	M/602/6302	3	15	3
1285-223	Understand how to develop working relationships with colleagues in food operations	A/602/6304	2	12	3

Specialist Bakery Knowledge Units

City & Guilds unit number	Title	Unit number	Credit value	GLH	Level
1285-224	Principles of sustainability in food operations	L/601/2701	4	34	3
1285-225	Principles of HACCP for food manufacturing	Y/600/2382	3	20	3
1285-226	Principles of food policy and regulation	Y/601/9683	5	36	4
1285-227	Principles of flour in bakery	K/602/4225	2	20	3
1285-228	Principles of fats and oils in bakery	M/602/4226	2	20	3
1285-229	Principles of sugars and starches in bakery	T/602/4227	2	20	3
1285-230	Principles of dairy products in bakery	A/602/4228	2	20	3
1285-231	Principles of egg and egg products in bakery	F/602/4229	2	20	3
1285-232	Principles of salt and dough conditioners / improvers in bakery	T/602/4230	2	20	3
1285-233	Principles of the Bulk Fermentation Process	A/602/4567	2	20	3
1285-234	Principles of the Chorleywood bread process	F/602/4182	2	20	3

City & Guilds unit number	Title	Unit number	Credit value	GLH	Level
1285-235	Principles of Mechanical Dough Development (MDD) using spiral mixing	F/602/4568	2	20	3
1285-236	Principles of dough fermentation and process control	F/602/4196	2	20	3
1285-237	Principles of retarding and proving dough and process control	K/602/4192	2	20	3
1285-238	Principles of oven baking bakery products	K/602/4211	2	20	3
1285-239	Principles of preparing and handling bakery finishing materials	D/602/4223	2	20	3
1285-240	Principles of packaging in bakery	A/602/4231	2	20	3
1285-241	Principles of mixing flour confectionery and process control	K/602/4712	2	20	3

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 3 Certificate for Proficiency in Baking Industry Skills	218	270



2 Centre requirements

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 3 Award/Certificate/Diploma for Proficiency in Baking Industry Skills (1285-30/31/33/32). **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.

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. City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications 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.



3 Delivering the qualification

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. 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.

Recording documents

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.



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed 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.



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 (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

Unit number	Unit title	Credits	Unit number
151	Control production of bakery products	4	D/602/4612
152	Understand how to control production of bakery products	3	H/602/4613
153	Design and develop specialist individual dough based products	5	K/602/4600
154	Understand how to design and develop specialist individual bakery products	4	T/602/4597
155	Evaluate specialist individual dough based products	4	M/602/4601
156	Understand how to evaluate specialist individual bakery products	3	A/602/4598
157	Produce specialist individual dough based products	5	T/602/4602
158	Understand how to produce specialist individual bakery products	4	F/602/4599
159	Batch produce advanced craft fermented dough based products	6	J/602/4605
160	Understand how to batch produce advanced craft fermented dough based products	2	L/602/4606
161	Batch produce advanced craft non fermented dough based products	6	A/602/4603

Unit number	Unit title	Credits	Unit number
162	Understand how to batch produce advanced craft non fermented dough based products	2	F/602/4604
163	Design and develop specialist individual flour confectionery	5	R/602/4607
164	Evaluate specialist individual flour confectionery	4	Y/602/4608
165	Produce specialist individual flour confectionery	5	D/602/4609
166	Batch produce advanced craft flour confectionery products	6	R/602/4610
167	Understand how to batch produce advanced craft flour confectionery products	2	Y/602/4611
168	Plan and co-ordinate back-off operations in food manufacture	3	J/602/4569
169	Understand how to plan and co-ordinate bake-off operations in food manufacture	3	A/602/4570
170	Organise the receipt and storage of goods and materials in food operations	3	F/602/4571
171	Understand how to organise the receipt and storage of goods and materials in food operations	3	J/602/4572
172	Monitor and maintain storage conditions in food operations	3	Y/602/1708
173	Monitor stored goods and materials in food operations	2	Y/602/4575
174	Monitor and maintain storage systems and procedures in food operations	2	D/601/5179
175	Understand how to monitor and maintain storage systems and procedures in food operations	2	D/601/5182
176	Maximise sales in a food retail environment	4	D/601/5280
177	Understand how to maximise sales of food products in a retail environment	3	R/601/5292
178	Understand how to plan to maximise sales of food products in a retail environment	3	D/601/5294
179	Set up and maintain food retail operations	3	M/602/4579
180	Monitor effectiveness of food retail operations	2	H/602/4580
181	Understand how to set up and maintain food retail operations	2	K/602/4581
182	Plan and co-ordinate food services	3	M/602/4582

Unit number	Unit title	Credits	Unit number
183	Understand how to plan and co-ordinate food services	3	A/602/4584
184	Set up and maintain food service operations	2	F/602/4585
185	Monitor effectiveness of food service operations	2	J/602/4586
186	Understand how to set up and maintain food service operations	2	L/602/4587
187	Manage commissioning and handover of plant and equipment in food manufacture	4	D/602/5808
188	Understand how to manage commissioning and handover of plant and equipment in food manufacture	4	H/602/5809
189	Maintain plant and equipment in food manufacture	4	D/602/5811
190	Understand how to maintain plant and equipment in food manufacture	3	K/602/5830
191	Interpret and communicate information and data in food operations	3	J/601/5225
192	Understand how to interpret and communicate information and data in food operations	3	L/601/5226
193	Control energy efficiency in a food operations	3	A/602/4701
194	Contribute to continuous improvement of food safety in manufacture	3	R/602/5627
195	Understand how to contribute to continuous improvement of food safety in manufacture	4	Y/602/5628
196	Report on compliance with food safety requirements in operations	4	J/601/9680
197	Understand how to report on compliance with food safety requirements in operations	4	L/601/9681
198	Control and monitor safe supply of raw materials and ingredients in food operations	1	F/602/5834
199	Understand how to control and monitor safe supply of raw materials and ingredients in food operations	3	J/602/5835
200	Manage and evaluate production performance in food manufacture	5	L/602/5836
201	Understand how to manage and evaluate production performance in food manufacture	5	R/602/5837

Unit number	Unit title	Credits	Unit number
202	Contribute to optimising work areas in food manufacture	3	Y/602/5838
203	Understand how to contribute to optimising work areas in food manufacture	3	D/602/5839
204	Diagnose problems in food operations	3	A/602/4617
205	Understand how to diagnose problems in food operations	3	F/602/4618
206	Resolve problems in food operations	3	J/602/4619
207	Understand how to resolve problems in food operations	4	A/602/4620
208	Monitor and control throughput to achieve targets in food operations	2	F/602/4697
209	Understand how to monitor and control throughput to achieve targets in food operations	3	J/602/4698
210	Secure commitment to an achieving excellence strategy in a food environment	4	F/601/9659
211	Understand how to secure commitment to an achieving excellence strategy in a food environment	5	T/601/9660
212	Set up and maintain picking and packing orders in food operations	3	M/602/5831
213	Monitor effectiveness of picking and packing operations in food operations	2	T/602/5832
214	Understand how to coordinate picking and packing orders in food operations	2	A/602/5833
215	Monitor food safety at critical control points in operations	1	H/602/5826
216	Monitor product quality in food operations	3	Y/602/1692
217	Understand how to control product quality in food operations	2	T/602/5829
218	Monitor health, safety and environmental systems in food operations	2	K/602/5827
219	Understand how to monitor health, safety and environmental management systems in food operations	3	M/602/5828
220	Manage organisational change for achieving excellence in food operations	4	L/602/5075
221	Understand how to manage organisational change for achieving excellence in food operations	3	R/602/5076

Unit number	Unit title	Credits	Unit number
222	Develop working relationships with colleagues in food operations	3	M/602/6302
223	Understand how to develop working relationships with colleagues in food operations	2	A/602/6304
224	Principles of sustainability in food operations	4	L/601/2701
225	Principles of HACCP for food manufacturing	3	Y/600/2382
226	Principles of food policy and regulation	5	Y/601/9683
227	Principles of flour in bakery	2	K/602/4225
228	Principles of fats and oils in bakery	2	M/602/4226
229	Principles of sugars and starches in bakery	2	T/602/4227
230	Principles of dairy products in bakery	2	A/602/4228
231	Principles of egg and egg products in bakery	2	F/602/4229
232	Principles of salt and dough conditioners / improvers in bakery	2	T/602/4230
233	Principles of the Bulk Fermentation Process (BFP)	2	A/602/4567
234	Principles of the Chorleywood Bread Process (CBP)	2	F/602/4182
235	Principles of Mechanical Dough Development (MDD) using spiral mixing	2	F/602/4568
236	Principles of dough fermentation and process control	2	F/602/4196
237	Principles of retarding and proving dough and process control	2	K/602/4192
238	Principles of oven baking bakery products	2	K/602/4211
239	Principles of preparing and handling bakery finishing materials	2	D/602/4223
240	Principles of packaging in bakery	2	A/602/4231
241	Principles of mixing flour confectionery and process control	2	K/602/4712

Unit 151

Control production of bakery products

UAN:	D/602/4612
Level:	Level 3
Credit value:	4
GLH:	27
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PM.115S Control production of bakery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, when controlling production of bakery products. It needs to be assessed on the job.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim:	This unit supports workforce development for those who control production of bakery products in a food business. The unit is designed for use primarily by team leaders/supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcome	The learner will:
1. Plan bakery production schedules	
Assessment criteria	
The learner can:	
1.1 Identify and confirm customer's needs for production activity	
1.2 Plan production activity to meet customer's needs	
1.3 Report variances in resource requirements to relevant personnel with recommendations for corrective action	
1.4 Give team members opportunities to take individual responsibility for the efficient use of resources	
1.5 Schedule plans for the efficient use of resources	
1.6 Produce schedules which comply with legal and standard operational requirements.	

Learning outcome	The learner will:
2. Ensure availability of resources to meet bakery production schedules	
Assessment criteria	
The learner can:	
2.1 Ensure that the current resources are available at the specified time for the production process	
2.2 Instigate appropriate corrective action immediately where discrepancies with required resources occur	
2.3 Liaise with relevant personnel to ensure availability of resources	
2.4 Maintain all records relating to resources, ensuring they are available to management	
2.5 Monitor the quality of materials prior to their use in production to ensure compliance with legal and standard operational requirements	
2.6 Report on all instances of non-compliance with quality requirements.	

Learning outcome	The learner will:
3. Monitor and report on progress of bakery production	
Assessment criteria	
The learner can:	
3.1 Monitor use of tools and equipment throughout the production process, ensuring this use meets operational procedures and production schedule	
3.2 Monitor the operation of safety devices and security locks	
3.3 Report on production issues that could adversely affect <ul style="list-style-type: none"> • the progress of production • the quality of the product • the safety of personnel 	
3.4 Complete production and equipment records and documentation	
3.5 Ensure that authorised personnel have access to current production information as records are filed in the appropriate place.	

Learning outcome	The learner will:
4. Diagnose and solve bakery production problems	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 Identify abnormal occurrences or malfunctions 4.2 Take corrective action to minimise hazards, risks and losses 4.3 Diagnose production faults that are within own area of expertise and responsibility 4.4 Report all faults with appropriate degree of urgency to relevant personnel 4.5 Inform relevant personnel with recommendations for action when faults and malfunctions are outside own area of responsibility or expertise 4.6 Monitor equipment maintenance records, reporting variances from legal and standard operational requirements and specifications to relevant personnel. 	

Unit 152

Understand how to control production of bakery products

UAN:	H/602/4613
Level:	Level 3
Credit value:	3
GLH:	19
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National occupational Standard) knowledge unit PM.116K Understand how to control production of bakery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling production of bakery products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	This unit supports workforce development for those who control production of bakery products in a food business. The unit is designed for use primarily by team leaders/supervisors and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Learning outcome	The learner will:
	1. Know how to assess production requirements and capabilities
Assessment criteria	
The learner can:	
1.1 Describe the key features of legal and operational requirements	
1.2 Describe the team objectives and competences	
1.3 Explain the importance of resource availability and the impact on production of non-availability	
1.4 Describe the procedures and processes for ensuring resource availability	
1.5 Explain the requirements for storage, moving and delivery of materials to production locations	
1.6 Describe the operational limits and tolerances of appropriate equipment.	

Learning outcome	The learner will:
	2. Know how to control production
Assessment criteria	
The learner can:	
2.1 Describe the systems and procedures for production scheduling	
2.2 Explain the importance of production scheduling and the potential impact of inadequate scheduling	
2.3 Describe the use and interpretation of standard operational procedures and schedules	
2.4 Explain the need to have accurate information about current resources available and their status	
2.5 Explain the need to update and amend schedules to meet changing customer needs	
2.6 Explain the need to adapt resource requirements to meet changing customer needs and schedules.	

Learning outcome	The learner will:
	3. Know how to maintain production
Assessment criteria	
The learner can:	
3.1 Explain the requirements for and use of scheduling and equipment maintenance	
3.2 Explain the importance of monitoring and reporting production progress and non-compliances	
3.3 Explain how to diagnose faults within the limit of own responsibility for:	
<ul style="list-style-type: none"> • tools • equipment • mixtures • products 	
3.4 Explain how to report and make recommendations resulting from fault diagnosis.	

Learning outcome	The learner will:
4.	Know how to maintain communication and documentation
Assessment criteria	
The learner can:	
4.1	Explain how to access and interpret equipment maintenance records
4.2	Explain the requirements for and use of quality control documentation
4.3	Describe different communication methods and styles.

Unit 153

Design and develop specialist individual dough based products

UAN:	K/602/4600
Level:	Level 3
Credit value:	5
GLH:	19
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1245 Design and develop specialist individual dough-based products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, designing and developing specialist individual dough-based products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who design and develop specialist individual dough-based products in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
	1. Research designs, techniques and materials
Assessment criteria	
The learner can:	
1.1 Establish the customer requirements for design and development	
1.2 Formulate and record structured ideas for outline design and development	
1.3 Research different types of design features, production techniques and materials	
1.4 Select designs, techniques and materials for evaluation.	

Learning outcome	The learner will:
	2. Test and evaluate designs, techniques and materials
Assessment criteria	
The learner can:	
2.1 Test designs, techniques and materials	
2.2 Evaluate tested designs, techniques and materials	
2.3 Record results of the evaluation	
2.4 Present the results of own evaluation for approval.	

Learning outcome	The learner will:
	3. Prepare product specification
Assessment criteria	
The learner can:	
3.1 Collate information and data to inform the product specification	
3.2 Produce a product specification which meets customer and organisational requirements	
3.3 Present the product specification for approval and storage.	

Unit 154

Understand how to design and develop specialist individual bakery products

UAN:	T/602/4597
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.121K Understand how to design and develop specialist individual bakery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when designing and developing specialist individual bakery products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to design and develop specialist individual bakery products, in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
	1. Know how to design specialist individual bakery products
Assessment criteria	
The learner can:	
1.1 Explain methods of researching information for designs, techniques and materials	
1.2 Explain how to formulate and record design and development ideas	
1.3 Outline the applications and limitations of relevant techniques and materials	
1.4 Describe how to use the tools and equipment required to apply techniques and materials	
1.5 Summarise the basic design concepts of colour, pattern, form, shape and texture	
1.6 Describe how to accurately record research findings.	

Learning outcome	The learner will:
	2. Know how to develop specialist individual bakery products
Assessment criteria	
The learner can:	
2.1 Outline the most appropriate methods to test designs, techniques and materials	
2.2 Explain how to construct and present a product specification	
2.3 Describe how to access and store records	
2.4 Summarise the copyright regulations regarding specifications	
2.5 Describe how to store relevant materials according to specified procedures	
2.6 Explain the behaviour, characteristics and changes of materials used during testing and development.	

Unit 155

Evaluate specialist individual dough based products

UAN:	M/602/4601
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.125S Evaluate specialist individual dough-based products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, evaluating specialist individual dough-based products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who evaluate specialist individual dough-based 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.</p>

Learning outcome	The learner will:
	1. Assess customer satisfaction with products
Assessment criteria	
The learner can:	
1.1 Arrange for an assessment of customer satisfaction to be carried out	
1.2 Carry out an assessment of customer satisfaction	
1.3 Evaluate customer feedback.	

Learning outcome	The learner will:
	2. Evaluate production and organisational effectiveness
Assessment criteria	
The learner can:	
2.1 Assess development and production-related issues	
2.2 Evaluate the effectiveness of the development and production processes	
2.3 Seek feedback on preliminary findings from relevant people and use it to formulate conclusions.	

Learning outcome	The learner will:
	3. Report and make recommendations for production improvements
Assessment criteria	
The learner can:	
3.1 Produce a report about improving development and production processes	
3.2 Present the report and recommendations to the relevant people	
3.3 Store the report according to specified procedures.	

Unit 156

Understand how to evaluate specialist individual bakery products

UAN:	A/602/4598
Level:	Level 3
Credit value:	3
GLH:	22
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.122K Understand how to evaluate specialist individual bakery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when evaluating specialist individual bakery products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to evaluate specialist individual bakery products, in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
1. Know how to prepare to evaluate specialist individual bakery products	
Assessment criteria	
The learner can:	
1.1 Explain how to plan arrangements for obtaining customer feedback about specialist products	
1.2 Describe what parameters to set for the assessment and evaluation of specialist products.	

Learning outcome	The learner will:
2. Know how to evaluate specialist individual bakery products	
Assessment criteria	
The learner can:	
2.1 Explain how to assess and evaluate customer feedback	
2.2 Explain how to assess and evaluate the effectiveness of development and production in meeting customer needs	
2.3 Describe how to report and present findings for the evaluation of specialist products.	

Unit 157

Produce specialist individual dough based products

UAN:	T/602/4602
Level:	Level 3
Credit value:	5
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1265 Produce specialist individual dough-based products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, producing specialist individual dough-based products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who produce specialist individual dough-based 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.</p>

Learning outcome	The learner will:
	1. Plan to produce specialist individual dough-based products
Assessment criteria	
The learner can:	
1.1 Identify and order the resources required for production to meet the individual product specification	
1.2 Arrange and assemble resources to meet production requirements	
1.3 Identify any production requirements which conflict with other production activity and resolve with the relevant people	
1.4 Agree plans for production with relevant people.	

Learning outcome	The learner will:
	2. Produce specialist individual products
Assessment criteria	
The learner can:	
2.1 Check the availability of resources and use them to meet production requirements	
2.2 Apply advanced craft techniques to meet the product specification	
2.3 Resolve any production-related and technical problems	
2.4 Identify and act upon opportunities to recover and utilise waste	
2.5 Present the completed product to the relevant people for approval.	

Learning outcome	The learner will:
	3. Store and prepare product for despatch
Assessment criteria	
The learner can:	
3.1 Store the completed product according to specified procedures	
3.2 Provide advice and guidance on the appropriate packing, wrapping and transportation for the product.	

Unit 158

Understand how to produce specialist individual bakery products

UAN:	F/602/4599
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.123K Understand how to produce specialist individual bakery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing specialist individual bakery products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to produce specialist individual bakery products, in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
	1. Know how to prepare to produce specialist individual bakery products
Assessment criteria	
The learner can:	
1.1 Explain how to plan production for specialist individual products	
1.2 Describe how to apply and use resources for individual products	
1.3 Explain how to control quality of production for individual products	
1.4 Outline how to interpret and use product specifications.	

Learning outcome	The learner will:
	2. Know how to produce specialist individual bakery products
Assessment criteria	
The learner can:	
2.1 Describe how to use individual advanced craft production tools and equipment according to specified procedures	
2.2 Explain the behaviour, characteristics and changes of materials used during production and storage	
2.3 Describe how to recover, use and dispose of production waste materials	
2.4 Summarise what colours and additives are permitted to be used in advanced craft production.	

Learning outcome	The learner will:
	3. Know how to handle specialist individual bakery products
Assessment criteria	
The learner can:	
3.1 Explain how to store specialist individual products	
3.2 Explain how to provide appropriate advice and guidance for the despatch and transport of specialist individual products.	

Unit 159

Batch produce advanced craft fermented dough based products

UAN:	J/602/4605
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.1275 Batch produce advanced craft fermented dough products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, batch producing advanced craft fermented dough-based products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who batch produce advanced craft fermented dough-based products in a bakery business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Plan to produce advanced craft products	
Assessment criteria	
The learner can:	
1.1 Identify and order the resources required for production to meet required specification	
1.2 Arrange and assemble resources	
1.3 Identify and resolve any conflicting production requirements	
1.4 Agree plans with relevant people.	

Learning outcome	The learner will:
2. Produce batches of advanced craft products	
Assessment criteria	
The learner can:	
2.1 Check and make effective use of resources appropriate for production	
2.2 Apply advanced craft techniques to meet requirements of product specification including:	
<ul style="list-style-type: none"> • cutting • folding • crimping • moulding and shaping • assembling • conditioning 	
2.3 Resolve production related and technical problems	
2.4 Identify and act upon opportunities to recover and utilise waste material	
2.5 Present the completed product to the relevant people for approval.	

Learning outcome	The learner will:
3. Store and prepare advanced craft products for despatch	
Assessment criteria	
The learner can:	
3.1 Store the completed product safely	
3.2 Provide advice and guidance on the appropriate wrapping, packing and transportation for the product.	

Unit 160

Understand how to batch produce advanced craft fermented dough based products

UAN:	L/602/4606
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.128K Understand how to batch produce advanced craft fermented dough products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when batch producing advanced craft fermented dough-based products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to batch produce advanced craft fermented dough-based products, in a bakery business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to plan batch production of advanced craft products
Assessment criteria	
The learner can:	
1.1 Explain how to plan for production	
1.2 Describe how to identify and select appropriate resources	
1.3 Interpret production plans and identify any conflict with production proposals.	

Learning outcome	The learner will:
	2. Know how to quality control production of advanced craft products
Assessment criteria	
The learner can:	
2.1 Explain how products are quality controlled	
2.2 Interpret product specifications and recipes	
2.3 Describe how advanced craft production tools are most effectively used	
2.4 Explain how production waste material can be recovered, utilised or disposed of.	

Learning outcome	The learner will:
	3. Know how to store and despatch advanced craft products
Assessment criteria	
The learner can:	
3.1 Describe the most suitable methods and conditions for storage	
3.2 Explain why specific materials are best suited to wrapping and packing products	
3.3 Explain the most suitable despatch and transport arrangements for products.	

Unit 161

Batch produce advanced craft non fermented dough based products

UAN:	A/602/4603
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.129S Batch produce advanced craft non-fermented dough products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, batch producing advanced craft non-fermented dough-based products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who batch produce advanced craft non-fermented dough-based products in a bakery business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Plan to produce advanced craft products
Assessment criteria	
The learner can:	
1.1 Identify and order the resources required for production to meet required specification	
1.2 Arrange and assemble resources	
1.3 Identify and resolve any conflicting production requirements	
1.4 Agree plans with relevant people.	

Learning outcome	The learner will:
	2. Produce batches of advanced craft products
Assessment criteria	
The learner can:	
2.1 Check and make effective use of resources appropriate for production	
2.2 Apply advanced craft techniques to meet requirements of product specification including,	
<ul style="list-style-type: none"> • Cutting • Folding • Crimping • Moulding and shaping • Assembling 	
2.3 Resolve production related and technical problems	
2.4 Identify and act upon opportunities to recover and utilise waste material	
2.5 Present the completed product to the relevant people for approval.	

Learning outcome	The learner will:
	3. Store and prepare advanced craft products for despatch
Assessment criteria	
The learner can:	
3.1 Store the completed product safely	
3.2 Provide advice and guidance on the appropriate wrapping, packing and transportation for the product.	

Unit 162

Understand how to batch produce advanced craft non-fermented dough based products

UAN:	F/602/4604
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.130K Understand how to batch produce advanced craft non-fermented dough products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when batch producing advanced craft non-fermented dough-based products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to batch produce advanced craft non-fermented dough-based products, in a bakery business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to plan batch production of advanced craft products
Assessment criteria	
The learner can:	
1.1 Explain how to plan for production	
1.2 Describe how to identify and select appropriate resources	
1.3 Interpret production plans and identify any conflict with production proposals.	

Learning outcome	The learner will:
	2. Know how to quality control production of advanced craft products
Assessment criteria	
The learner can:	
2.1 Explain how products are quality controlled	
2.2 Interpret product specifications and recipes	
2.3 Describe how advanced craft production tools are most effectively used	
2.4 Explain how production waste material can be recovered, utilised or disposed of.	

Learning outcome	The learner will:
	3. Know how to store and despatch advanced craft products
Assessment criteria	
The learner can:	
3.1 Describe the most suitable methods and conditions for storage	
3.2 Explain why specific materials are best suited to wrapping and packing products	
3.3 Explain the most suitable despatch and transport arrangements for products.	

Unit 163

Design and develop specialist individual flour confectionery

UAN:	R/602/4607
Level:	Level 3
Credit value:	5
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.215S Design and develop specialist individual flour confectionery.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, designing and developing specialist individual 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.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who design and develop specialist individual flour confectionery in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
	1. Research designs, techniques and materials
Assessment criteria	
The learner can:	
1.1 Establish customer requirements for design and development	
1.2 Formulate and record ideas for outline design and development	
1.3 Research different types of design features, production techniques and materials	
1.4 Select designs, techniques and materials for evaluation.	

Learning outcome	The learner will:
	2. Test and evaluate designs, techniques and materials
Assessment criteria	
The learner can:	
2.1 Test designs, techniques and materials	
2.2 Evaluate tested designs, techniques and materials	
2.3 Record the results of the evaluation	
2.4 Present the results of evaluation for approval.	

Learning outcome	The learner will:
	3. Prepare product specification
Assessment criteria	
The learner can:	
3.1 Collate information and data to inform the product specification	
3.2 Produce a product specification which meets customer and organisational requirements	
3.3 Present the product specification for approval and storage.	

Unit 164

Evaluate specialist individual flour confectionery

UAN:	Y/602/4608
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.216S Evaluate specialist individual flour confectionery.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, evaluating specialist individual 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.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who evaluate specialist individual flour confectionery in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
	1. Assess customer satisfaction with the products
Assessment criteria	
The learner can:	
1.1 Arrange for the assessment of customer satisfaction to be carried out	
1.2 Assess customer satisfaction	
1.3 Evaluate customer feedback.	

Learning outcome	The learner will:
	2. Evaluate production and organisational effectiveness
Assessment criteria	
The learner can:	
2.1 Assess development and production related issues	
2.2 Evaluate the effectiveness of the development and production processes	
2.3 Seek feedback on preliminary findings with relevant people and use it to formulate conclusions.	

Learning outcome	The learner will:
	3. Report and make recommendations for production improvements
Assessment criteria	
The learner can:	
3.1 Produce a report on improving development and production processes to meet customers' needs	
3.2 Present the report and recommendations to the relevant people	
3.3 Store report according to specified procedures.	

Unit 165

Produce specialist individual flour confectionery

UAN:	D/602/4609
Level:	Level 3
Credit value:	5
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.217S Produce specialist individual flour confectionery.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, producing specialist individual 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.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who produce specialist individual flour confectionery in a bakery business.</p> <p>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.</p>

Learning outcome	The learner will:
1. Plan production	
Assessment criteria	
The learner can:	
1.1 Identify and order the resources required to meet the product specification	
1.2 Arrange and assemble resources to meet production requirements	
1.3 Identify any conflicts between production requirements and other production activities	
1.4 Resolve conflicts with the relevant people	
1.5 Agree plans for production with relevant people.	

Learning outcome	The learner will:
2. Produce specialist individual products	
Assessment criteria	
The learner can:	
2.1 Check the availability of resources and use them to meet production requirements	
2.2 Apply advanced craft techniques to meet the product specification	
2.3 Resolve any production-related and technical problems	
2.4 Identify and act upon opportunities to recover and reuse waste	
2.5 Present the completed product to the relevant people for approval.	

Learning outcome	The learner will:
3. Store and prepare product for despatch	
Assessment criteria	
The learner can:	
3.1 Store the completed product according to specified procedures	
3.2 Provide advice and guidance on the appropriate packing, wrapping and transportation for the product.	

Unit 166

Batch produce advanced craft flour confectionery products

UAN:	R/602/4610
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit CB.2185 Batch produce advanced craft flour confectionery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, batch producing advanced craft flour confectionery products. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who batch produce advanced craft flour confectionery products in a bakery business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Plan to produce advanced craft products	
Assessment criteria	
The learner can:	
1.1 Identify and order the resources required for production to meet required specification	
1.2 Arrange and assemble resources	
1.3 Identify and resolve any conflicting production requirements	
1.4 Agree plans with relevant people.	

Learning outcome	The learner will:
2. Produce batches of advanced craft products	
Assessment criteria	
The learner can:	
2.1 Check and make effective use of resources appropriate for production	
2.2 Apply advanced craft techniques to meet requirements of product specification including,	
<ul style="list-style-type: none"> • Cutting • Folding • Crimping • Moulding and shaping • Assembling 	
2.3 Resolve production related and technical problems	
2.4 Identify and act upon opportunities to recover and utilise waste material	
2.5 Present the completed product to the relevant people for approval.	

Learning outcome	The learner will:
3. Store and prepare advanced craft products for despatch	
Assessment criteria	
The learner can:	
3.1 Store the completed product safely	
3.2 Provide advice and guidance on the appropriate wrapping, packing and transportation for the product.	

Unit 167

Understand how to batch produce advanced craft flour confectionery products

UAN:	Y/602/4611
Level:	Level 3
Credit value:	2
GLH:	21
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit CB.219K Understand how to batch produce advanced craft flour confectionery products.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when batch producing advanced flour confectionery products. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to batch produce advanced flour confectionery products, in a bakery business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to plan batch production of advanced craft products
Assessment criteria	
The learner can:	
1.1 Explain how to plan for production	
1.2 Describe how to identify and select appropriate resources	
1.3 Interpret production plans and identify any conflict with production proposals.	

Learning outcome	The learner will:
	2. Know how to quality control production of advanced craft products
Assessment criteria	
The learner can:	
2.1 Explain how products are quality controlled	
2.2 Interpret product specifications and recipes	
2.3 Describe how advanced craft production tools are most effectively used	
2.4 Explain how production waste material can be recovered, utilised or disposed of.	

Learning outcome	The learner will:
	3. Know how to store and despatch advanced craft products
Assessment criteria	
The learner can:	
3.1 Describe the most suitable methods and conditions for storage	
3.2 Explain why specific materials are best suited to wrapping and packing products	
3.3 Explain the most suitable despatch and transport arrangements for products.	

Unit 168

Plan and co-ordinate back-off operations in food manufacture

UAN:	J/602/4569
Level:	Level 3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PM.117S Plan and co-ordinate bake-off operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, when planning and co-ordinating bake-off operations in food manufacture. It needs to be assessed on the job.</p> <p>The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who plan and co-ordinate bake-off operations in a food manufacturing business.</p> <p>The unit is designed for use primarily by supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Plan resources to meet expected demand for bake-off operations
Assessment criteria	
The learner can:	
1.1	Ensure the plan includes sufficient personnel to undertake all work activities required to meet expected bake-off demand
1.2	Ensure the plan allocates personnel with relevant competencies to appropriate work activities
1.3	Confirm availability of the following items required for planned bake-off operations <ul style="list-style-type: none"> • tools • equipment • resources
1.4	Include contingency plans to deal with potential problems
1.5	Ensure the plan complies with all legal and standard operational requirements.

Learning outcome	The learner will:
2.	Monitor bake-off operations against production requirements
Assessment criteria	
The learner can:	
2.1	Monitor progress against targets
2.2	Provide supervision and support to the team to resolve difficulties and ensure targets are met
2.3	Report difficulties outside own sphere of responsibility to the relevant people
2.4	Ensure that records of bake-off operations are accurate, complete and stored for easy retrieval
2.5	Take corrective action to deal with technical or material faults
2.6	Ensure that bake-off operations meet legal and standard operational requirements
2.7	Manage risk and ensure the workplace is hazard-free.

Unit 169

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

UAN:	A/602/4570
Level:	Level 3
Credit value:	3
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PM.118K Understand how to plan and co-ordinate bake-off operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning and coordinating bake-off operations in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who plan and coordinate bake-off operations in a food manufacturing business.</p> <p>The unit is designed for use primarily by food supervisors and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Know how to plan bake-off operations	
Assessment criteria	
The learner can:	
1.1 Describe the key features of legal and operational requirements relating to bake-off operations	
1.2 Explain how to plan resources to meet planned and expected demand	
1.3 Describe how to estimate and allow for contingencies	
1.4 Describe the competence and development needs of personnel	
1.5 Describe how to check on the availability of materials.	

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

Unit 170

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

UAN:	F/602/4571
Level:	Level 3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.1115 Organise the receipt and storage of goods in food operations
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, organising the receipt and storage of goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who organise the receipt and storage of goods and materials in a food business.</p> <p>The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Receive and assess deliveries against requirements
Assessment criteria	
The learner can:	
1.1 Conduct a briefing for staff before deliveries are received	
1.2 Ensure that goods receiving area and adequate storage space is prepared for the delivery	
1.3 Carry out checks to ensure that deliveries are unloaded safely and securely	
1.4 Check delivery records to ensure that goods comply with own organisation's service requirements	
1.5 Identify and resolve issues with discrepancies and delivery problems	
1.6 Ensure that documentation is completed and processed.	

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

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

Unit 171

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

UAN:	J/602/4572
Level:	Level 3
Credit value:	3
GLH:	18
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.112K Understand how to organise the receipt and storage of goods in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when organising the receipt and storage of goods and materials in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to organise the receipt and storage of goods and materials, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Know the organisation skills required for effective handling of incoming goods	
Assessment criteria	
The learner can:	
1.1 Explain the procedures for the receipt and handling of different types of goods	
1.2 Describe the procedures for dealing with discrepancies and late deliveries	
1.3 Explain the information that staff require to receive goods	
1.4 Define the business criteria for accepting goods	
1.5 Explain the importance of checking goods after uploading	
1.6 Describe the recording and control systems for checking goods received	
1.7 Describe safety and security procedures that apply to receiving goods and materials.	

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

Learning outcome	The learner will:
3. Know the organisational business policies and procedures	
Assessment criteria	
The learner can:	
3.1 Explain business systems and procedures for moving and storing goods and materials	
3.2 Describe company policy and procedures relating to goods susceptible to damage	
3.3 Assess own business requirements and quality standards	
3.4 Evaluate alternative ideas for moving and storing stock to make profitable changes.	

Unit 172

Monitor and maintain storage conditions in food operations

UAN:	L/602/4543
Level:	Level 3
Credit value:	3
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.1135 Monitor and maintain storage conditions in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring and maintaining storage conditions in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor and maintain storage conditions in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Maintain health, safety and security in the storage area
Assessment criteria	
The learner can:	
1.1 Maintain the storage area clean, tidy and free from obstructions and hazards	
1.2 Implement safety and security procedures	
1.3 Maintain environmental conditions in order to protect goods and materials from deterioration.	

Learning outcome	The learner will:
	2. Monitor changes in storage conditions
Assessment criteria	
The learner can:	
2.1 Monitor variances in storage conditions and defects in the storage facility and equipment	
2.2 Record unacceptable variances and defects in the storage facility and equipment	
2.3 Identify and take action within the limits of own authority to correct variances and defects in goods and materials	
2.4 Report own actions to the relevant people	
2.5 Evaluate the results of monitoring to identify realistic suggestions for improving storage conditions	
2.6 Present suggestions for storage improvements to the relevant people.	

Unit 173

Monitor stored goods and materials in food operations

UAN:	Y/602/4575
Level:	Level 3
Credit value:	2
GLH:	11
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.114S Monitor stored goods and materials in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring stored goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor stored goods and materials in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Monitor goods and materials effectively	
Assessment criteria	
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 Observe regular monitoring of goods and materials in order to identify discrepancies and defects 1.2 Follow company's monitoring/checking guidelines 1.3 Identify and report defects and discrepancies in goods and materials 1.4 Mark and separate out goods and materials whose condition present a hazard 1.5 Evaluate the results of monitoring to identify suggestions for improving storage conditions. 	

Unit 174

Monitor and maintain storage systems and procedures in food operations

UAN:	D/601/5179
Level:	Level 3
Credit value:	2
GLH:	10
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.1165 Monitor and maintain storage systems and procedures in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring and maintaining storage systems and procedures in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor and maintain storage systems and procedures 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.</p>

Learning outcome	The learner will:
	1. Monitor and maintain health and safety and control systems
Assessment criteria	
The learner can:	
1.1 Monitor hygiene, health and safety and environmental procedures	
1.2 Maintain control monitoring systems for materials and storage facilities	
1.3 Ensure that control systems limit risks and comply with legal and company requirements	
1.4 Evaluate the effectiveness of control systems	
1.5 Complete and process records.	

Learning outcome	The learner will:
	2. Recommend areas for improvement and present suggestions to others
Assessment criteria	
The learner can:	
2.1 Assess the effectiveness of handling and storage systems procedures	
2.2 Evaluate the impact of deficiencies in control systems and procedures and take relevant action	
2.3 Make suggestions for improvement to the relevant person	
2.4 Establish and maintain communication with managers and colleagues.	

Unit 175

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

UAN:	D/601/5182
Level:	Level 3
Credit value:	2
GLH:	12
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.117K Understand storage systems and procedures in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and maintaining storage systems and procedures in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to monitor and maintain storage systems and procedures, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Know the importance of monitoring and maintaining food and drink storage systems and procedures
Assessment criteria	
The learner can:	
1.1	Explain how to identify and respond to storage problems
1.2	Explain the importance of storing products according to their nature and characteristics
1.3	Describe storage systems available
1.4	Describe how to make optimum use of storage space
1.5	Explain the importance of making the best use of storage space.

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

Unit 176

Maximise sales in a food retail environment

UAN:	D/601/5280
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	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 food retail environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, maximising sales in a food retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who maximise sales in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Identify opportunities to increase retail sales through promotions and displays	
Assessment criteria	
The learner can:	
1.1 Use current and recent performance, and other relevant information to identify opportunities to increase sales	
1.2 Plan promotions and displays and communicate and agree these plans with the relevant people	
1.3 Encourage staff to identify potential opportunities to increase retail sales	
1.4 Organise promotional materials and ensure product availability	
1.5 Inform colleagues and staff of plans in advance.	

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

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

Unit 177

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

UAN:	R/601/5292
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maximising sales of food products in a retail environment. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to maximise sales of food products in a retail environment, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to confirm with required standards for displaying goods
Assessment criteria	
The learner can:	
1.1 Explain why it is important to check the accuracy and legal probity of information and how to check this information	
1.2 Detail rights, duties and responsibilities relating to the Sale of Goods Act	
1.3 Define the organisation's display standards	
1.4 Explain the advantages and disadvantages of different price marking methods	
1.5 Describe the types of product to which different price marking methods are appropriate, and how to implement them	
1.6 Explain pricing policy and price changes and sources of information on prices	
1.7 Define the legal requirements to be met in pricing goods for sale.	

Learning outcome	The learner will:
	2. Know how to deal with problems in displaying goods
Assessment criteria	
The learner can:	
2.1 Explain why it is important to take corrective action promptly when problems with pricing are identified	
2.2 Describe the causes of stock deterioration and damage and how these impact upon products	
2.3 Explain procedures for:	
<ul style="list-style-type: none"> • stock replenishment • stock rotation • stock monitoring • dealing with sub-standard goods. 	

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

Unit 178

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

UAN:	D/601/5294
Level:	Level 3
Credit value:	3
GLH:	22
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning to maximise sales of food products in a retail environment. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to plan to maximise sales of food products in a retail environment, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to identify sales and demand
Assessment criteria	
The learner can:	
1.1 Explain how to identify and assess sales opportunities	
1.2 Explain how seasonal trends affect opportunities for sales	
1.3 Outline trends in the level of demand	
1.4 Describe the relationship between using promotions and displays and increasing sales	
1.5 Explain how to promote products in ways that gain and build customer interest.	

Learning outcome	The learner will:
	2. Know how to plan promotions
Assessment criteria	
The learner can:	
2.1 Explain how to plan promotions, including the type and quantity of resources required	
2.2 Communicate promotional plans to others	
2.3 Describe how to promote the features and benefits of products	
2.4 Describe required pricing, appearance and condition of goods	
2.5 Explain how to brief staff, using methods appropriate to the subject and target group	
2.6 Describe how to encourage constructive participation from staff on the promotion/display	
2.7 Explain how to plan for and use displays, including:	
<ul style="list-style-type: none"> • space required • timescales • set up 	
2.8 Outline the standards of cleaning and preparation required for the display.	

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

Unit 179

Set up and maintain food retail operations

UAN:	M/602/4579
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.419S Set up and maintain retail operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, setting up and maintaining food retail operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who set up and maintain retail operations in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Prepare for retail operations	
Assessment criteria	
The learner can:	
1.1 Agree and confirm standards and targets for retail operations to meet business requirements	
1.2 Provide support and supervision to enable own team to meet specified targets and standards	
1.3 Allocate resources to ensure that standards and targets are met	
1.4 Allocate tasks and instruct relevant people to ensure that standards and targets are met.	

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

Unit 180

Monitor effectiveness of food retail operations

UAN:	H/602/4580
Level:	Level 3
Credit value:	2
GLH:	12
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.420S Monitor effectiveness of retail operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring effectiveness of food retail operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor effectiveness of retail operations in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Monitor retail operations	
Assessment criteria	
The learner can:	
1.1 Monitor retail operations against targets	
1.2 Check that the quality of the products and customer service are maintained	
1.3 Adapt allocation of work activities to meet changing priorities and targets	
1.4 Report factors influencing effectiveness which are outside own area of responsibility to the relevant people	
1.5 Make recommendations to improve retail operations to the relevant people.	

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

Unit 181

Understand how to co-ordinate food retail operations

UAN:	K/602/4581
Level:	Level 3
Credit value:	2
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.421K Understand how to co-ordinate retail operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when setting up and maintaining food retail operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to set up and maintain food retail operations, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to set up retail operation in food operations
Assessment criteria	
The learner can:	
1.1 Outline the key features of legal and operational requirements	
1.2 Describe the standard operating procedures with respect to retail operations	
1.3 Explain how to set and agree targets for retail operations.	

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

Unit 182

Plan and co-ordinate food services

UAN:	M/602/4582
Level:	Level 3
Credit value:	3
GLH:	18
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.509S Plan and co-ordinate food services.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, planning and co-ordinating food services. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who plan and co-ordinate food services in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Plan resources to meet expected demand
Assessment criteria	
The learner can:	
1.1 Plan sufficient resources and personnel to undertake all work activities required to meet expected demand	
1.2 Allocate relevant personnel with required abilities to work activities	
1.3 Confirm availability of resources required for planned and expected demand	
1.4 Include contingency plans, based on own review of possible difficulties, which may be encountered	
1.5 Check that own plan is in line with all legal and standard operational requirements.	

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

Unit 183

Understand how to plan and co-ordinate food services

UAN:	A/602/4584
Level:	Level 3
Credit value:	3
GLH:	25
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.510K Understand how to plan and co-ordinate food services.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning and co-ordinating food services. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to plan and co-ordinate food services, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to plan food services
Assessment criteria	
The learner can:	
1.1 Outline the key features of legal and standard operational requirements relating to food and drink services	
1.2 Explain how to plan resources to meet planned and anticipated demand	
1.3 Explain how to estimate and allow for contingencies	
1.4 Describe how to check on availability of materials	
1.5 Describe the types of tools and equipment and how to use them safely	
1.6 Describe how to identify potential hazards and risks in the working environment.	

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

Unit 184

Set up and maintain food service operations

UAN:	F/602/4585
Level:	Level 3
Credit value:	2
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.513S Set up and maintain food service operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, setting up and maintaining food service operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who set up and maintain food service operations in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Prepare for food service operations	
Assessment criteria	
The learner can:	
1.1 Agree and confirm standards and targets for food service operations to meet business requirements	
1.2 Allocate tasks and instruct relevant people to ensure that standards and targets are met	
1.3 Provide support and supervision to enable the team to meet specified targets and standards	
1.4 Allocate resources to ensure that standards and targets are met.	

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

Unit 185

Monitor effectiveness of food service operations

UAN:	J/602/4586
Level:	Level 3
Credit value:	2
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SO.5145 Monitor effectiveness of food service operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring effectiveness of food service operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor effectiveness of food service operations in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Monitor food service operations
Assessment criteria	
The learner can:	
1.1 Monitor food service operations against targets	
1.2 Check that the quality of the products and customer service are maintained	
1.3 Adapt allocation of work activities to meet changing priorities and targets	
1.4 Report to the relevant people factors influencing effectiveness which are outside own area of responsibility	
1.5 Make recommendations to the relevant people to improve food service operations.	

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

Unit 186

Understand how to set up and maintain food service operations

UAN:	L/602/4587
Level:	Level 3
Credit value:	2
GLH:	16
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SO.515K Understand how to co-ordinate food service operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when setting up and maintaining food service operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to set up and maintain food service operations, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to set up food service operations
Assessment criteria	
The learner can:	
1.1 Outline the key features of legal and operational requirements	
1.2 Outline the standard operating procedures for food service operations	
1.3 Explain how to set and agree targets for food service operations.	

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

Unit 187

Manage commissioning and handover of plant and equipment in food manufacture

UAN:	D/602/5808
Level:	Level 4
Credit value:	4
GLH:	33
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit EM.101S Manage commissioning and handover of plant and equipment in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, managing commissioning and handover 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.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who manage commissioning and handover of plant and equipment in a food business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Plan commissioning processes for plant
Assessment criteria	
The learner can:	
1.1 Produce a commissioning handover plan	
1.2 Establish a commissioning team	
1.3 Identify the training needs of maintenance staff	
1.4 Obtain approval for the commissioning activities	
1.5 Agree the commissioning activities with relevant people, to include:	
<ul style="list-style-type: none"> • timescales • working within existing procedures. 	

Learning outcome	The learner will:
	2. Manage commissioning of plant
Assessment criteria	
The learner can:	
2.1 Monitor progress of commissioning activities to ensure that is is carried out safely and systematically	
2.2 Deal with any problems that can impact on operations	
2.3 Prioritise responses to problems	
2.4 Produce commissioning documents.	

Learning outcome	The learner will:
	3. Manage handover of plant
Assessment criteria	
The learner can:	
3.1 Ensure staff are competent to operate and maintain plant	
3.2 Scope and produce a handover programme	
3.3 Allocate tasks for handover to relevant people	
3.4 Define subsequent additional work to be carried out with relevant people	
3.5 Check that plant operation meets objectives	
3.6 Produce a handover report.	

Unit 188

Understand how to manage commissioning and handover of plant and equipment in food manufacture

UAN:	H/602/5809
Level:	Level 4
Credit value:	4
GLH:	27
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit EM.102K Understand commissioning and handover of plant and equipment in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when commissioning and handing over plant and equipment in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand commissioning and handover of plant and equipment, in a food business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know about planning for plant and equipment handover
Assessment criteria	
The learner can:	
1.1 Outline how to produce handover plans, and what to include in them	
1.2 Explain methods for achieving successful handovers	
1.3 Explain the importance of communicating commissioning outcomes	
1.4 Explain how to present plans to staff to aid team decision making	
1.5 Outline the importance of setting smart, measurable and achievable team objectives	
1.6 Outline roles of relevant people involved in developing the plan	
1.7 Explain the importance of effective types of training in the handover process.	

Learning outcome	The learner will:
	2. Know about relevant organisational and legal issues that affect commissioning and handover
Assessment criteria	
The learner can:	
2.1 Evaluate the impact of relevant legal requirements on commissioning and handover, to include: <ul style="list-style-type: none"> • health and safety • food safety • environmental and resource usage • product quality 	
2.2 Explain how organisational requirements and procedures impact on commissioning and handover	
2.3 Explain the importance of complying with legal and organisational requirements	
2.4 Outline standard formats for specifications and the importance of complying with them.	

Learning outcome	The learner will:
	3. Know about managing procedures during handover
Assessment criteria	
The learner can:	
3.1 Explain methods used to handover plant	
3.2 Describe the process stages of handover	
3.3 Explain performance monitoring procedures	
3.4 Explain the importance of meeting documentation requirements.	

Learning outcome	The learner will:
4. Know about managing remedial actions during handover and commissioning	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 Outline the types of corrective action that are required to take in response to deviations from the plan. 4.2 Describe types of modifications required and the importance of responding to them 4.3 Explain how changes to plan should be communicated to the commissioning/handover team 4.4 Explain methods used to monitor quality of products and services. 	

Unit 189

Maintain plant and equipment in food manufacture

UAN:	D/602/5811
Level:	Level 3
Credit value:	4
GLH:	26
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit EM.105S Maintain plant and equipment in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, maintaining plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who maintain plant and equipment in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Plan maintenance activities
Assessment criteria	
The learner can:	
1.1 Access and interpret relevant information and instructions	
1.2 Evaluate the impact of instructions on operations	
1.3 Prioritise own work activities	
1.4 Interpret maintenance log	
1.5 Refer to planned maintenance schedule.	

Learning outcome	The learner will:
	2. Prepare for maintenance activities
Assessment criteria	
The learner can:	
2.1 Identify resources that will be required	
2.2 Ensure resources are fit for purpose	
2.3 Prepare work area for maintenance activity.	

Learning outcome	The learner will:
	3. Communicate plans to the relevant people
Assessment criteria	
The learner can:	
3.1 Check that maintenance activities are correctly authorised	
3.2 Report maintenance events to relevant colleagues	
3.3 Complete and process required documentation.	

Learning outcome	The learner will:
	4. Undertake maintenance activities
Assessment criteria	
The learner can:	
4.1 Monitor and adhere to procedures	
4.2 Use tools, materials, equipment and techniques that are fit for purpose	
4.3 Identify defects and discrepancies in components	
4.4 Take the necessary corrective action	
4.5 Minimise the wastage of consumable items	
4.6 Dispose of non-resusable items	
4.7 Leave plant and equipment safe, tidy and fit for future use.	

Learning outcome	The learner will:
5.	Report on maintenance activities
Assessment criteria	
The learner can:	
5.1	Ensure uncompleted work is recorded and reported to relevant people
5.2	Evaluate the effectiveness of maintenance activities
5.3	Communicate with managers and colleagues
5.4	Complete and process required documentation.

Unit 190

Understand how to maintain plant and equipment in food manufacture

UAN:	K/602/5830
Level:	Level 3
Credit value:	3
GLH:	23
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit EM.106K Understand how to maintain plant and equipment in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining plant and equipment in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to maintain plant and equipment, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Know about planned maintenance
Assessment criteria	
The learner can:	
1.1	Outline the importance of monitoring and adhering to procedures, to include: <ul style="list-style-type: none"> • health and safety • food safety • environmental
1.2	Explain how to assess the maintenance requirements of plant and equipment
1.3	Describe limits of own authority when carrying out maintenance and the importance of working within them
1.4	Evaluate the effectiveness of planned maintenance
1.5	Describe the implications of not carrying out maintenance
1.6	Outline how to evaluate the effectiveness of maintenance
1.7	Evaluate the materials selection process
1.8	Describe typical defects and discrepancies due to ineffective maintenance.

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

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

Unit 191

Interpret and communicate information and data in food operations

UAN:	J/601/5225
Level:	Level 3
Credit value:	3
GLH:	18
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FR.111S Interpret and communicate information and data in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, interpreting and communicating information and data in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who interpret and communicate information and data in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Identify relevant information and data	
Assessment criteria	
The learner can:	
1.1 Identify the required information and data	
1.2 Check what data is already available	
1.3 Identify information and data sources for additional requirements	
1.4 Collect additional information and data where required.	

Learning outcome	The learner will:
2. Interpret information and data	
Assessment criteria	
The learner can:	
2.1 Check that information and data is:	
<ul style="list-style-type: none"> • relevant • sufficient • complete 	
2.2 Interpret information and data so that it is understood by the target audience	
2.3 Select information that is relevant to the target audience	
2.4 Check the interpretation of the selected information and data.	

Learning outcome	The learner will:
3. Communicate information and data	
Assessment criteria	
The learner can:	
3.1 Check information and data to be presented for completeness and correct format	
3.2 Liaise with colleagues to clarify the information and data to be presented	
3.3 Present the information and data to a target audience in a way that is relevant, appropriate, clear and concise	
3.4 Distinguish clearly between factual findings and interpretations	
3.5 Make recommendations which are objective and based on the findings and interpretation	
3.6 Answer audience questions clearly and concisely.	

Unit 192

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

UAN:	L/601/5226
Level:	Level 3
Credit value:	3
GLH:	14
Relationship to NOS:	<p>This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FR.112K Understand how to interpret and communicate information and data in food manufacture.</p>
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when interpreting and communicating information and data in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to interpret and communicate information and data, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to identify and confirm information and data
Assessment criteria	
The learner can:	
1.1 Describe good practice in the collection and interpretation of information and data	
1.2 Describe how to liaise with colleagues to confirm data interpretation	
1.3 Summarise how to identify relevant information.	

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

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

Unit 193

Control energy efficiency in food operations

UAN:	A/602/4701
Level:	Level 3
Credit value:	3
GLH:	13
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SF.111S Control energy efficiency in a food environment. .
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, controlling energy efficiency in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who control energy efficiency in food operations.</p> <p>The unit is designed for use primarily by team leaders/supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Maintain measures that support sustainable energy usage
Assessment criteria	
The learner can:	
1.1 Obtain and interpret the organisation's sustainability targets for own area of responsibility	
1.2 Ensure production processes and working practices comply with:	
<ul style="list-style-type: none"> • organisational targets • quality specifications • legal requirements 	
1.3 Ensure production processes and working practices make efficient use of resources	
1.4 Monitor the working practices and evaluate energy usage and efficiency.	

Learning outcome	The learner will:
	2. Promote measures that support sustainable energy usage
Assessment criteria	
The learner can:	
2.1 Inform others of their responsibilities in relation to organisational targets to promote energy efficiency	
2.2 Support others in avoiding energy wastage	
2.3 Encourage others to overcome barriers, improve working practices and energy efficiency	
2.4 Provide training to improve energy efficiency.	

Learning outcome	The learner will:
	3. Promote the development of sustainable energy usage
Assessment criteria	
The learner can:	
3.1 Identify and make opportunities to encourage others to adopt more energy-efficient working practices	
3.2 Develop and communicate to others recommendations for efficiency improvements	
3.3 Present recommendations that support the further development of sustainable practice:	
<ul style="list-style-type: none"> • at an appropriate time • with the right level of detail. 	

Unit 194

Contribute to continuous improvement of food safety in manufacture

UAN:	R/602/5627
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.109S Contribute to continuous improvement of food safety in manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, contributing to continuous improvement of food safety in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who contribute to continuous improvement of food safety in a food or animal feed business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Contribute to improving food safety	
Assessment criteria	
The learner can:	
1.1 Identify and report factors or issues that may affect food safety	
1.2 Contribute to the review of existing procedures relating to food safety	
1.3 Contribute to the introduction of new procedures relating to food safety	
1.4 Participate in team meetings to contribute improvements in procedures and processes.	

Learning outcome	The learner will:
2. Comply with food safety standards and procedures	
Assessment criteria	
The learner can:	
2.1 Interpret food safety standards	
2.2 Comply with new standards and procedures.	

Unit 195

Understand how to contribute to continuous improvement of food safety in manufacture

UAN:	Y/602/5628
Level:	Level 3
Credit value:	4
GLH:	30
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FS.110K Understand food safety management procedures in manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring food safety management procedures in operations or animal feed production. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to monitor food safety management procedures, in a food or animal feed business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know about food safety management procedures
Assessment criteria	
The learner can:	
1.1 Describe food safety management procedures	
1.2 Explain the importance of food safety management procedures	
1.3 Define the following terms; critical control points, control points, critical limits and relevant variance	
1.4 Describe the importance of monitoring critical control points and control points	
1.5 Describe methods used to monitor critical control points and control points	
1.6 Explain the impact of variance at critical control points and control points on food safety.	

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

Learning outcome	The learner will:
	3. Know how to contribute to food safety management
Assessment criteria	
The learner can:	
3.1 Describe the corrective action to reduce, control or eliminate food safety hazards, to include	
<ul style="list-style-type: none"> • Microbiological • Chemical • Physical • Substances that cause allergic reactions 	
3.2 Explain why it is important to contribute to the process of continuous improvement.	

Unit 196

Report on compliance with food safety requirements in operations

UAN:	J/601/9680
Level:	Level 4
Credit value:	4
GLH:	26
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.118S Report on compliance with food safety requirements in manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, reporting on compliance with food safety requirements in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who report on compliance with food safety requirements in a food or animal feed business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Evaluate internal audits of the food safety management system	
Assessment criteria	
The learner can:	
1.1 Specify the scope of the audit conducted	
1.2 Report effective working of food safety management systems	
1.3 Analyse and document areas of non-compliance with the food safety management system	
1.4 Assess the risks and impact of non-compliance	
1.5 Provide an evaluation of the results against the organisation's quality systems, relevant standards and best practice.	

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

Learning outcome	The learner will:
3. Present internal audit reports	
Assessment criteria	
The learner can:	
3.1 Verify preventative and corrective action as part of the audit	
3.2 Compile a report on long term audit trends	
3.3 Circulate audit report to key organisational contacts.	

Unit 197

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

UAN:	L/601/9681
Level:	Level 4
Credit value:	4
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FS.119K Understand food safety auditing in manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when food safety auditing in operations or animal feed production. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who need to understand food safety auditing, in a food or animal feed business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know about records and reports relating to internal audits
Assessment criteria	
The learner can:	
1.1 Explain recording and reporting procedures relating to quality control, internal audits and food safety management systems	
1.2 Explain how to make recommendations to improve quality control and internal audits	
1.3 Define good manufacturing practices (GMP) relevant to the scope of the audit	
1.4 Explain auditing practices including second and third party inspections.	

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

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

Unit 198

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

UAN:	F/602/5834
Level:	Level 3
Credit value:	1
GLH:	6
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.112S Control and monitor safe supply of raw materials and ingredients in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, controlling and monitoring safe supply of raw materials and ingredients in food operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who control and monitor safe supply of raw materials and ingredients in a food or animal feed business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Carry out checks to ensure the acceptance of supplies
Assessment criteria	
The learner can:	
1.1 Carry out checks to ensure supplies conform to the organisation's specifications	
1.2 Accept only supplies which meet the specified criteria	
1.3 Report and take action if there are deficiencies or discrepancies with supplies	
1.4 Make recommendations to improve the quality and efficiency of supply.	

Learning outcome	The learner will:
	2. Maintain records of supplies
Assessment criteria	
The learner can:	
2.1 Record information in line with supplier auditing requirements	
2.2 Complete supply procedure documentation.	

Unit 199

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

UAN:	J/602/5835
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve National Occupational Standard skills unit FS.1125 Control and monitor safe supply of raw materials and ingredients in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling and monitoring safe supply of raw materials and ingredients in food operations or animal feed production. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to control and monitor safe supply of raw materials and ingredients, in a food or animal feed business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to control and monitor supplies of raw materials and ingredients
Assessment criteria	
The learner can:	
1.1 Describe the record systems and requirements for audit of supply	
1.2 Explain the requirements for certificates of conformity	
1.3 Explain the requirements for traceability purposes	
1.4 Describe corrective actions to be taken on receipt of non-conforming products or raw materials.	

Unit 200

Manage and evaluate production performance in food manufacture

UAN:	L/602/5836
Level:	Level 4
Credit value:	5
GLH:	36
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PM.101S Manage and evaluate production performance in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, managing and evaluating production performance in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who manage and evaluate production performance in a food business. The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Organise operational activities to meet requirements
Assessment criteria	
The learner can:	
1.1 Agree requirements with the relevant people in sufficient detail to allow work to be planned and organised	
1.2 Develop plans and organise work so that requirements can be met within agreed timescales	
1.3 Ensure organisational procedures for recording plans and methods are followed	
1.4 Explain plans to the relevant people and at an appropriate level and pace	
1.5 Give opportunities for relevant people to make recommendations for improving your plans and methods	
1.6 With relevant people, check the understanding of, and commitment to, the plans.	

Learning outcome	The learner will:
	2. Maintain a productive work environment
Assessment criteria	
The learner can:	
2.1 Ensure the work environment is suitable for the activity, dealing with any problems	
2.2 Making sure working conditions and the use of resources are in line with current legislation and organisational procedures	
2.3 Receive and make recommendations for improving conditions and pass them to the relevant people	
2.4 Check equipment is used and maintained according to recommended schedules and procedures	
2.5 Report accidents and incidents to the relevant people and complete the relevant documentation.	

Learning outcome	The learner will:
	3. Maintain operations necessary to meet requirements
Assessment criteria	
The learner can:	
3.1 Check that all suppliers are able to meet requirements	
3.2 Ensure that operations consistently meet product and delivery specifications	
3.3 Maintain systems to monitor the achievement of specifications	
3.4 Take any required corrective action and inform others of any necessary changes likely to affect them	
3.5 Evaluate factors capable of causing disruption to operations and take action to minimise their potential effects	
3.6 Complete records, and receive and pass on recommendations for improving operations to the relevant people promptly.	

Learning outcome	The learner will:
4. Evaluate operational performance	
Assessment criteria	
The learner can:	
4.1	Review yields, targets, outputs and quality data from operational activity
4.2	Interpret operational data and information to check current performance in relation to targets
4.3	Present assessment of performance to relevant people.

Unit 201

Understand how to manage and evaluate production performance in food manufacture

UAN:	R/602/5837
Level:	Level 4
Credit value:	5
GLH:	40
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PM.102K Understand how to manage and evaluate production performance in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing and evaluating production performance in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who need to understand how to manage and evaluate production performance, in a food business.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to plan work activities
Assessment criteria	
The learner can:	
1.1 Detail the principles of planning work activities	
1.2 Set objectives and priorities to ensure requirements are effectively met	
1.3 Explain how to identify the requirement of people for planning operations	
1.4 Outline the key legal, regulatory and ethical requirements that affect operations.	

Learning outcome	The learner will:
	2. Know how to communicate with others
Assessment criteria	
The learner can:	
2.1 Explain how to communicate with others, internally and externally	
2.2 Describe the different methods of communication that can be adopted	
2.3 Explain how to make recommendations	
2.4 Define organisational procedures and timing for communication, recording and reporting	
2.5 Detail to whom you need to report, present and make recommendations	
2.6 Explain how records are completed and who has access to them	
2.7 Define organisational procedures for accidents and incidents.	

Learning outcome	The learner will:
	3. Know how to maintain operational performance
Assessment criteria	
The learner can:	
3.1 Describe how to encourage others to maintain and improve a productive work environment	
3.2 Explain how to encourage and enable others to contribute to improving operational efficiency	
3.3 Detail organisational procedures for facilitating and managing continuous improvement	
3.4 Explain how to ensure yields, targets and outputs are consistently met	
3.5 Describe how to identify factors which cause and which might cause, disruption to operations	
3.6 Explain how to develop and implement operational corrective actions.	

Learning outcome	The learner will:
4. Know how to manage food operations	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 Explain how to check product specifications 4.2 Explain how to ensure the work environment is conducive to work activities 4.3 Describe the maintenance schedules and conditions necessary to maintain equipment 4.4 Explain how to maintain adequate resources 4.5 Explain how to check organisational supplies and resources. 	

Unit 202

Contribute to optimising work areas in food manufacture

UAN:	Y/602/5838
Level:	Level 3
Credit value:	3
GLH:	25
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.115S Contribute to optimising work areas in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, contributing to optimising work areas in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who contribute to optimising work areas in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Control the preparation of the work area and equipment for use
Assessment criteria	
The learner can:	
1.1 Access and interpret information and instructions for the use of the work area and equipment	
1.2 Assess the impact of instructions on operations	
1.3 Allocate duties and responsibilities to others according to their proven competence and availability	
1.4 Inspect the work location, machinery and equipment to ensure they comply with statutory, environment and operational requirements	
1.5 Check that services and utilities available in the work location meet operational requirements	
1.6 Check that sufficient quantities of materials machines and equipment are available for production.	

Learning outcome	The learner will:
	2. Monitor the use of work areas and equipment
Assessment criteria	
The learner can:	
2.1 Evaluate reports received on the status of machinery and equipment after start-up	
2.2 Identify the impact of machinery and equipment performance on operations	
2.3 Record the contraventions of regulations and operational procedures, and make documentation available to relevant people	
2.4 Report Contraventions to the relevant people	
2.5 Take corrective action within the limits of own authority.	

Learning outcome	The learner will:
	3. Control the use of work areas to meet production targets
Assessment criteria	
The learner can:	
3.1 Access and interpret the production requirements to achieve the production targets and quality specifications	
3.2 Clarify conflicting information with relevant people	
3.3 Agree and implement production requirements with relevant people	
3.4 Evaluate the individuals' outputs against production targets and quality specifications	
3.5 Organise work schedules to meet operational requirements, taking account of	
<ul style="list-style-type: none"> • rest periods • tedium of activity • individuals' competence 	
3.6 Confirm with relevant people, that quality specifications, throughput targets and output are met	
3.7 Identify problems affecting the quality of products and output targets	
3.8 Take corrective actions within the limits of own authority.	

Learning outcome	The learner will:
4. Control work completion procedures	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 Minimise wastage of consumable items and other materials 4.2 Recycle re-usable materials according to operational and statutory requirements 4.3 Complete work in the allotted time and within operational constraints 4.4 Report work which cannot be completed in the allotted time to the relevant people 4.5 Complete documentation and make it available to the relevant people. 	

Unit 203

Understand how to contribute to optimising work areas in food manufacture

UAN:	D/602/5839
Level:	Level 3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.116K Understand how to contribute to optimising work areas in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to optimising work areas in food manufacture. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who contribute to optimising work areas in a food business</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Know what the requirements of optimising work areas are
Assessment criteria	
The learner can:	
1.1	Describe the types of information and instructions needed to control the preparation of the work area
1.2	Explain how to access, interpret and evaluate information and instructions, and why this needs to be done
1.3	Describe how conflict can arise between sources of information and how to resolve it
1.4	Outline the reporting and recording procedures, explain how to complete documentation and describe who to make it available to
1.5	Explain why accurate and complete records are important and how to assess their impact
1.6	State why contravention of statutory regulations needs to be recorded and reported.

Learning outcome	The learner will:
2.	Know how to control work areas
Assessment criteria	
The learner can:	
2.1	Outline why reports need to be received on the status of machinery after start-up
2.2	Explain how to check that production targets, output and quality specifications, throughput targets and why this needs to be done at regular intervals
2.3	Explain the effects of wastage on production and on the organisation and how to minimise it
2.4	Describe how to recycle re-usable materials and why they should be recycled
2.5	Explain the importance of understanding the competence and availability of others in the work area and describe to allocate roles and responsibilities
2.6	Describe how to deal with rest periods, tedium of activity and diversity of individual competence
2.7	Explain why individuals' outputs should be evaluated against production targets and quality specifications and how to conduct the evaluation.

Learning outcome	The learner will:
3. Know how to monitor and maintain work areas	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> <li data-bbox="453 309 1310 376">3.1 Explain how to inspect all aspects of the work area, and why it is important to carry out inspections <li data-bbox="453 383 1294 416">3.2 Describe reasons why faults and problems occur in work areas <li data-bbox="453 423 1347 490">3.3 Outline how to identify problems and why they this should be done as early as possible <li data-bbox="453 497 1275 564">3.4 Explain the importance of the range of corrective actions and procedures available, and to deal with problems <li data-bbox="453 571 1334 638">3.5 Outline why work needs to be completed in the allotted time, how this can be achieved <li data-bbox="453 645 1307 712">3.6 Explain why it is important to investigate and report work which cannot be achieved. 	

Unit 204

Diagnose problems in food operations

UAN:	A/602/4617
Level:	Level 3
Credit value:	3
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.117S Diagnose problems in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, when diagnosing problems in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who diagnose problems in food operations within a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Identify problems	
Assessment criteria	
The learner can:	
1.1 Identify differences from normal operating conditions quickly	
1.2 Assess the impact of problems	
1.3 Take action to ensure safety of self and colleagues.	

Learning outcome	The learner will:
2. Diagnose problems	
Assessment criteria	
The learner can:	
2.1 Check and follow legal or regulatory requirements for;	
<ul style="list-style-type: none"> • hygiene • health and safety • environmental standards 	
2.2 Establish the nature, cause and the effect of the problems	
2.3 Investigate problems in a safe and cost-effective manner, with minimum delay or wastage.	

Learning outcome	The learner will:
3. Report problems	
Assessment criteria	
The learner can:	
3.1 Communicate problems to the relevant person	
3.2 Complete and process all records.	

Unit 205

Understand how to diagnose problems in food operations

UAN:	F/602/4618
Level:	Level 3
Credit value:	3
GLH:	16
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.118K Understand how to diagnose problems in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when applying workplace organisation techniques for achieving excellence in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who need to know how to diagnose problems in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to identify problems
Assessment criteria	
The learner can:	
1.1 Outline standards of health, safety and hygiene that are required and the importance of applying them	
1.2 Explain the business's need for problem solving	
1.3 Evaluate the benefits of formalised problem solving	
1.4 Summarise operating procedures, standards and critical control factors in own work area	
1.5 Clarify limits of own authority and reporting arrangements in the event of problems that cannot be resolved.	

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

Learning outcome	The learner will:
	3. Know how to communicate problems
Assessment criteria	
The learner can:	
3.1 Explain lines and methods of effective communication and the importance of using them	
3.2 Summarise the documentation requirements and the importance of meeting them.	

Unit 206

Resolve problems in food operations

UAN:	J/602/4619
Level:	Level 3
Credit value:	3
GLH:	16
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.119S Resolve problems in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, when resolving problems in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who resolve problems in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Establish what the problems are	
Assessment criteria	
The learner can:	
1.1 Check and follow legal or regulatory requirements for; <ul style="list-style-type: none"> • hygiene • health and safety • environmental standards 	
1.2 Check the available information and clarify or seek further information	

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

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

Unit 207

Understand how to resolve problems in food operations

UAN:	A/620/4620
Level:	Level 3
Credit value:	4
GLH:	22
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.120K Understand how to resolve problems in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when applying workplace organisation techniques for achieving excellence in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who need to know how to resolve problems in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know how to establish what the problems are
Assessment criteria	
The learner can:	
1.1 Outline standards of health, safety and hygiene and the importance of applying them	
1.2 Explain how the plant and equipment works	
1.3 Summarise the product and process specifications, the operating procedures, and standards in the area of work	
1.4 Detail where further information can be sourced	
1.5 Explain typical operating problems that occur in own work area and their possible effect on other operations	
1.6 Outline how to analyse problems in a systematic way and why it is important to do so	
1.7 Clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved.	

Learning outcome	The learner will:
	2. Know how to implement solutions
Assessment criteria	
The learner can:	
2.1 Outline the action to take in response to operating problems	
2.2 Summarise the factors to take into consideration when selecting solutions	
2.3 Outline how to assess the impact of solutions on other operations	
2.4 Explain how and when to use temporary and permanent solutions to restore operations in an effective way	
2.5 Explain how to monitor product integrity during and after overcoming problems and the importance of this	
2.6 Explain how to evaluate the effectiveness of solutions implemented.	

Learning outcome	The learner will:
	3. Know how to report on further action to be taken
Assessment criteria	
The learner can:	
3.1 Outline the lines and methods of effective communication and the importance of using them	
3.2 Summarise the recording and communication needs, and the importance of using them correctly.	

Unit 208

Monitor and control throughput to achieve targets in food operations

UAN:	F/602/4697
Level:	Level 3
Credit value:	2
GLH:	9
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.110S Monitor and control throughput to achieve targets in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring and controlling throughput to achieve targets in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor and control throughput to achieve targets in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Monitor and control throughput to achieve targets
Assessment criteria	
The learner can:	
1.1 Organise work to meet predetermined schedules, targets and make effective use of resources	
1.2 Record the volume of throughput in line with operational requirements	
1.3 Record production run output targets within the agreed operational parameters	
1.4 Investigate output targets within the operational parameters.	

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

Unit 209

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

UAN:	J/602/4698
Level:	Level 3
Credit value:	3
GLH:	16
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.111K Understand how to monitor quality of work activities in food manufacture. .
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to monitor quality of work activities in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to monitor quality of work activities, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Know about the best advice and guidance surrounding monitoring quality	
Assessment criteria	
The learner can:	
1.1 Describe the importance of conforming to statutory regulation	
1.2 Evaluate current practices for compliance with standard operating procedures	
1.3 Explain the importance of organising work to meet pre-determined schedules.	

Learning outcome	The learner will:
2. Know about monitoring procedures for quality of work	
Assessment criteria	
The learner can:	
2.1 List the procedures for monitoring quality of work	
2.2 Evaluate the lines of reporting	
2.3 State where to obtain advice and support to monitor quality	
2.4 Explain why it is important to make recommendations for continuous improvement.	

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

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

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

Unit 210

Secure commitment to an achieving excellence strategy in a food environment

UAN:	F/601/9659
Level:	Level 4
Credit value:	4
GLH:	23
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.305S Secure commitment to an achieving excellence strategy in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, when securing commitment to an achieving excellence strategy in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	This unit supports workforce development for those who secure commitment to an achieving excellence strategy in food manufacturing or supply operations. The unit is designed for use primarily by managers, technicians and others who carry out these FME 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 determine competent performance to recognised National Occupational Standards.

Learning outcome	The learner will:
	1. Produce plans for securing commitment to the strategy
Assessment criteria	
The learner can:	
1.1	Review the implications and requirements of the achieving excellence strategy
1.2	Draft and agree plans for securing commitment to the strategy with the relevant colleagues and stakeholders
1.3	Confirm the key objectives, scope of the plans and the available resources with relevant colleagues and any key stakeholders
1.4	Make final changes to plans where necessary and confirm the final plans with the relevant people.

Learning outcome	The learner will:
	2. Secure commitment to the strategy
Assessment criteria	
The learner can:	
2.1	Brief colleagues and any change and improvement team managers on plans, and clarify their roles and responsibilities
2.2	Implement own plan for securing commitment
2.3	Select and apply a range of directive tools and techniques appropriate to the needs for: <ul style="list-style-type: none"> • negotiating • influencing • persuading • agreeing
2.4	Communicate progress to management, any key stakeholders and other relevant people on a regular basis
2.5	Identify in the light of progress any changes required to plan for securing commitment, obtaining agreement from the relevant people where necessary
2.6	Achieve own plans for securing commitment
2.7	Confirm satisfactory completion of own plan with the relevant people and any key stakeholders.

Learning outcome	The learner will:
	3. Obtain and provide feedback on securing commitment to the strategy
Assessment criteria	
The learner can:	
3.1	Evaluate the impact of activities to secure commitment, identifying what lessons can be learned and recognising the contributions of any colleagues
3.2	Seek feedback on the value of own contribution to securing commitment to the strategy
3.3	Provide feedback on own contribution to securing the commitment of the strategy to the relevant person.

Unit 211

Understand how to secure commitment to achieving excellence strategy in a food environment

UAN:	T/601/9660
Level:	Level 4
Credit value:	5
GLH:	31
Relationship to NOS:	<p>This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.306K Understand how to secure commitment to an achieving excellence strategy in a food environment.</p>
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when securing commitment to an achieving excellence strategy in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who need to understand how to secure commitment to an achieving excellence strategy in food manufacturing or supply operations. The unit is designed for use primarily by managers, technicians and others who carry out these FME 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 the knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Understand how to initiate commitment to the strategy
Assessment criteria	
The learner can:	
1.1 Summarise the organisation's: <ul style="list-style-type: none"> • emerging achieving excellence vision • strategy • the rationale for the strategy • its change and improvement implications for own organisation 	
1.2 Compare the advantages and disadvantages of main models and methods suitable for securing commitment needed for achieving excellence to be formally adopted by the organisation	
1.3 Describe how to identify and make contact with the relevant people and stakeholders to secure commitment to the strategy.	

Learning outcome	The learner will:
	2. Understand how to plan and manage risk in securing commitment to the strategy
Assessment criteria	
The learner can:	
2.1 Explain how to devise and agree plans for securing commitment to an achieving excellence strategy	
2.2 Explain how to make changes to plans and carry out corrective direction as circumstances dictate and the associated management of priorities and rationale for colleagues	
2.3 Summarise the importance of contingency planning and how to do so effectively	
2.4 Explain how to assess and manage the risks and benefits associated with securing commitment to achieving excellence strategy, and the implications for organisational change and improvement	
2.5 Describe how to make critical decisions about securing commitment and commitment to the strategy.	

Learning outcome	The learner will:
	3. Understand how to apply skills and resource to support commitment to the strategy
Assessment criteria	
The learner can:	
3.1 Describe the skills required to secure commitment to the strategy including negotiating, influencing, persuading and agreeing and how to apply these skills at the appropriate level	
3.2 Summarise the internal and resource barriers to securing commitment to strategy, and the techniques that deal with these	
3.3 Describe how to deal with stakeholder and line management expectations and how they influence the commitment process.	

Learning outcome	The learner will:
4. Understand how to communicate and evaluate commitment to the strategy	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 Compare the communication channels used to inform, both formal and informal 4.2 Explain how to evaluate the success and impact of securing commitment 4.3 Summarise the range of information sources and case studies available to support the rationale for achieving excellence 4.4 Outline how to give and receive feedback about securing commitment and related management of change and improvement issues. 	

Unit 212

Set up and maintain picking and packing orders in food operations

UAN:	M/602/5831
Level:	Level 3
Credit value:	3
GLH:	18
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.3065 Set up and maintain picking and packing orders in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, setting up and maintaining picking and packing orders in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who set up and maintain picking and packing orders in a food business.</p> <p>The unit is designed for use primarily by Team Leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Co-ordinate and control the processing of orders
Assessment criteria	
The learner can:	
1.1 State the systems and procedures for processing orders	
1.2 Instruct the relevant people on how to process orders	
1.3 Process the required documentation for order processing	
<ul style="list-style-type: none"> • completely • accurately • clearly 	
1.4 Follow organisational procedures to deal with problems and errors	
1.5 Review order processing systems and procedures	
1.6 Recommend improvements in relation to processing systems and procedures.	

Learning outcome	The learner will:
	2. Set up the conditions for picking and packing of orders
Assessment criteria	
The learner can:	
2.1 Confirm standards and targets for picking and packing of orders to meet customer requirements	
2.2 Take supervisory actions to enable the team to	
<ul style="list-style-type: none"> • Meet specified targets • Meet specified standards • Minimise risk 	
2.3 Allocate resources to ensure that standards and targets are met	
2.4 Instruct people to pack specific orders in food operations.	

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

Unit 213

Monitor effectiveness of picking and packing operations in food operations

UAN:	T/602/5832
Level:	Level 3
Credit value:	2
GLH:	12
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SD.3075 Monitor effectiveness of picking and packing operations in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring effectiveness of picking and packing operations in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor effectiveness of picking and packing operations in a food business.</p> <p>The unit is designed for use primarily by Team Leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Monitor the picking and packing processes in food operations	
Assessment criteria	
The learner can:	
1.1 Monitor progress against targets for preparation of orders for distribution	
1.2 Check that the quality of products is maintained	
1.3 Adapt allocations of work tasks to meet changing priorities and targets	
1.4 Report factors influencing effectiveness outside of area of responsibility to the relevant people	
1.5 Make recommendations for improvements to the picking and packing processes.	

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

Unit 214

Understand how to coordinate picking and packing orders in food operations

UAN:	A/602/5833
Level:	Level 3
Credit value:	2
GLH:	14
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SD.308K Understand how to co-ordinate picking and packing orders in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when co-ordinating picking and packing orders in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to co-ordinate picking and packing orders, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Know how to plan co-ordination of picking and packing of orders
Assessment criteria	
The learner can:	
1.1	Explain the key features of legal requirements
1.2	Explain the key features of operational requirements
1.3	State systems and procedures
1.4	Explain the importance of having defined systems and procedures
1.5	Explain the importance of setting up and maintaining suitable working conditions
1.6	Describe how to deal with non-compliance and variation to working conditions
1.7	Explain the importance of meeting targets for picking and packing processes
1.8	Explain how to review and modify order processing systems and procedures.

Learning outcome	The learner will:
2.	Know how to co-ordinate picking and packing orders
Assessment criteria	
The learner can:	
2.1	Describe potential risks and hazards in the workplace related to picking and packing of orders
2.2	Explain how to allocate resources to meet objectives of picking and packing orders
2.3	Explain how to allocate work and instruct others in picking and packing of orders
2.4	Describe ways to maintain product quality in the order picking and packing process
2.5	Explain the importance of checking packed orders against the original order
2.6	Explain why orders need to be ready for dispatch at a particular time
2.7	Explain the importance of considering the needs of others when deciding on the format of documents.

Unit 215

Monitor food safety at critical control points in operations

UAN:	H/602/5826
Level:	Level 3
Credit value:	1
GLH:	5
Relationship to NOS:	Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.108S Monitor food safety at critical control points in manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring food safety at critical control points in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who monitor food safety at critical control points in a food or animal feed business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Identify and monitor critical control points
Assessment criteria	
The learner can:	
1.1 Apply food safety control measures	
1.2 Complete operational controls and checks at the set time frequency	
1.3 Keep records of checks and obtain verification of completed checks.	

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

Unit 216

Monitor product quality in food operations

UAN:	Y/602/1692
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.103S Monitor product quality in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the workplace, monitoring product quality in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This This unit supports workforce development for those who monitor product quality in a food business.The unit is designed for use primarily by a food manufacturing supervisor and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.unit supports workforce development for those who monitor health, safety and environmental systems in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Monitor product quality
Assessment criteria	
The learner can:	
1.1 Wear appropriate personal protective clothing and equipment during quality monitoring	
1.2 Identify and report factors which may adversely affect product quality	
1.3 Identify and report to the relevant people instances of non-conformance to quality standards	
1.4 Take action to reject or isolate products or items which do not conform to specification.	

Learning outcome	The learner will:
	2. Contribute to resolving quality problems
Assessment criteria	
The learner can:	
2.1 Seek advice on quality problems outside own authority or expertise	
2.2 Offer support to, or seek help for, colleagues who encounter quality problems	
2.3 Evaluate quality problems within the limits of own expertise and understanding	
2.4 Feedback to the relevant people observations on quality	
2.5 Receive and confirm instructions for the resolution of quality problems	
2.6 Carry out agreed action to resolve quality problems and feedback results to the relevant people	
2.7 Communicate with others to ensure that resolutions to quality problems are understood.	

Unit 217

Understand how to control product quality in food operations

UAN:	T/602/5829
Level:	Level 3
Credit value:	2
GLH:	10
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.104K Understand how to control product quality in food manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling product quality in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to control product quality, in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know about good manufacturing practices (GMPs)
Assessment criteria	
The learner can:	
1.1 Describe relevant company quality policies	
1.2 Describe relevant quality working practices	
1.3 Describe how to obtain quality documentation	
1.4 Evaluate the effectiveness of documentation and data security.	

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

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

Unit 218

Monitor health, safety and environmental systems in food operations

UAN:	K/602/5827
Level:	Level 3
Credit value:	2
GLH:	12
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit HS.307S Monitor health, safety and environmental systems.
Assessment requirements specified by a sector or regulatory body:	This unit is designed to assess the skills of learners in the workplace, monitoring health, safety and environmental systems in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.
Aim	This unit supports workforce development for those who monitor health, safety and environmental systems 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 outcome	The learner will:
	1. Implement compliance systems
Assessment criteria	
The learner can:	
1.1 Implement health, safety and environmental monitoring systems in limits of own authority	
1.2 Monitor conditions to ensure health, safety and environmental system requirements are met.	

Learning outcome	The learner will:
	2. Undertake operational audits
Assessment criteria	
The learner can:	
2.1 Undertake health, safety and environmental management audits of operations	
2.2 Take corrective action when required	
2.3 Report outcomes of monitoring to relevant people	
2.4 Maintain records in accordance with organisational and statutory requirements.	

Learning outcome	The learner will:
	3. Make recommendations for improvements to systems
Assessment criteria	
The learner can:	
3.1 Recommend ways to improve health, safety and environmental management systems	
3.2 Disseminate information about improvements to the relevant people	
3.3 Ensure that information provided enables people to implement improvements.	

Unit 219

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

UAN:	M/602/5828
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	<p>This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit</p> <p>HS.308K Understand how to monitor health, safety and environmental systems in food manufacture.</p>
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring health, safety and environmental management systems in food operations. It can be assessed on or off the job but in the workplace context.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who understand how to monitor health, safety and environmental management systems in a food business.</p> <p>The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Know current relevant legislation
Assessment criteria	
The learner can:	
1.1 Explain the principles of current legislation for health, safety and environmental management	
1.2 Describe relevant statutory body requirements	
1.3 Detail the enforcement structure of regulatory bodies.	

Learning outcome	The learner will:
	2. Understand communication and recording methods
Assessment criteria	
The learner can:	
2.1 Explain how to communicate with relevant people	
2.2 Explain how to recognise ideas and views	
2.3 Describe how to make presentations	
2.4 Outline methods of reporting and recording.	

Learning outcome	The learner will:
	3. Understand organisational procedures and policies
Assessment criteria	
The learner can:	
3.1 Explain the principles of organisational policies and systems	
3.2 Evaluate tangible and intangible benefits of health and safety to the organisation and the external environment	
3.3 Describe the organisations' procedures for the following:	
<ul style="list-style-type: none"> • health systems • safety systems • environmental systems • dealing with emergencies • environmental issues • health screening 	
3.4 Describe the organisations' procedures for the prevention, investigation and reporting of incidents and accidents	
3.5 Assess the implications of current health, safety and environmental legislation on the business and individuals	
3.6 Analyse, review and validate internal and external information.	

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

Unit 220

Manage organisational change for achieving excellence in food operations

UAN:	L/602/5075
Level:	Level 3
Credit value:	4
GLH:	21
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2245 Manage organisational change for achieving excellence in a food environment.
Assessment requirements specified by a sector or regulatory body:	This unit is designed to assess the skills of learners in the workplace, managing organisational change for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.
Aim	This unit supports workforce development for those who manage organisational change for achieving excellence in a food business. The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcome	The learner will:
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1. Prepare for managing organisational change
Assessment criteria
<p>The learner can:</p> <p>1.1 Identify how plan for change fit with the overall achieving excellence strategy</p> <p>1.2 Identify the specific achieving excellence plans for change</p> <p>1.3 Confirm the key objectives and scope of the plans for change with relevant colleagues and any stakeholders</p> <p>1.4 Identify available resources</p> <p>1.5 Make any final changes to plans where necessary and confirm with relevant people.</p>

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

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

Learning outcome	The learner will:
4. Monitor plans for organisational change	
Assessment criteria	
The learner can:	
4.1 Evaluate the success of the change programme	
4.2 Identify what lessons can be learned, recognising contributions of any team members and other colleagues	
4.3 Review the impact of change.	

Unit 221

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

UAN:	R/602/5076
Level:	Level 3
Credit value:	3
GLH:	17
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.225K Understand how to manage organisational change for achieving excellence in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing organisational change for achieving excellence in food operations. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who need to understand how to manage organisational change for achieving excellence in a food business.</p> <p>The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Know how to prepare for managing organisational change
Assessment criteria	
The learner can:	
1.1	Outline the plans for change agreed in line with the strategy for achieving excellence
1.2	Summarise the theories for understanding teams/team-building techniques and their application
1.3	Explain how to assess the risks and benefits associated with implementation of change
1.4	Summarise business and operational critical activities and their interdependencies
1.5	Assess those factors that need to be changed along with the associated priorities and reasons
1.6	Define the theory and application of the change/performance curve
1.7	Summarise stakeholder and line management expectations and how they influence the process.

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

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

Unit 222

Develop working relationships with colleagues in food operations

UAN:	M/602/6302
Level:	Level 3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PL.2085 Develop working relationships with colleagues in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the skills of learners in the food operations workplace, developing working relationship with colleagues. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who develop working relationships with colleagues in food operations within food and drink businesses.</p> <p>The unit is designed for use primarily by team leaders, supervisors and managers who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Establish working relationships with food operations colleagues	
Assessment criteria	
The learner can:	
1.1 Identify colleagues within their own and other organisations	
1.2 Identify and agree the roles and responsibilities for colleagues.	

Learning outcome	The learner will:
2. Display professional and respectful behaviour when working with food operations colleagues	
Assessment criteria	
The learner can:	
2.1 Behave in a professional manner with colleagues	
2.2 Show respect and understanding for colleagues.	

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

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

Unit 223

Understand how to develop working relationships with colleagues in food operations

UAN:	A/602/6304
Level:	Level 3
Credit value:	2
GLH:	12
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PL.209K Understand how to develop working relationships with colleagues in a food environment.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, developing working relationships with colleagues. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce development for those who develop working relationships with colleagues, in a food processing or food services business.</p> <p>The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Understand how to establish working relationships with food operations colleagues	
Assessment criteria	
The learner can:	
1.1	Describe how to identify relevant colleagues within their own and other organisations
1.2	Describe the roles and responsibilities of close working colleagues
1.3	Explain how the roles and responsibilities of close working colleagues fit with their own role and responsibilities.

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

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

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

Unit 224

Principles of sustainability in food operations

UAN:	L/601/2701
Level:	Level 3
Credit value:	4
GLH:	34
Relationship to NOS:	<p>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.</p>
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sustainability. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of sustainability, in a food environment or in a learning environment.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1.	Understand the principles of sustainability
Assessment criteria	
1.1	Outline the key principles of environmental sustainability in a food environment in relation to: <ul style="list-style-type: none"> • energy • waste • water usage • transportation
1.2	Describe the relationship between sustainability and the three key elements of corporate social responsibility: <ul style="list-style-type: none"> • economic • social • environmental
1.3	Describe the benefits of sustainability to the organisation and its stakeholders
1.4	Summarise how sustainability impacts on all the component functions of an organisation.

Learning outcome	The learner will:
2.	Understand factors affecting sustainability targets
Assessment criteria	
The learner can:	
2.1	Outline how to establish targets for sustainable development, including the use of benchmarking
2.2	Explain how carbon currency data (carbon footprints) is used as an indicator of sustainability
2.3	Explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability.

Learning outcome	The learner will:
3.	Understand factors affecting support for sustainability targets
Assessment criteria	
The learner can:	
3.1	Explain how continuous improvement supports sustainability
3.2	Explain how to gain the commitment of stakeholders to the development of sustainable food production
3.3	Outline how environmental management systems (EMS) are used to support sustainability in a food environment.

Learning outcome	The learner will:
4.	Understand the factors influencing the achievement of sustainability
Assessment criteria	
The learner can:	
4.1	Summarise the influences which impact upon the achievement of sustainability
4.2	Explain how to control the efficient use of resources within organisational activities to help achieve sustainability
4.3	Explain how the actions of others within the supply chain can influence sustainability
4.4	Explain the potential barriers to achieving sustainability and summarise ways these can be overcome
4.5	Describe how to access sources of advice and guidance on achieving sustainability.

Unit 225

Principles of HACCP for food manufacturing

UAN:	Y/600/2382
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FS.110K Understand food safety management procedures in manufacture.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food safety for manufacturing. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of food safety for manufacturing, in a food business or in a learning environment.</p> <p>The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
	1. Understand the importance of HACCP based food safety management procedures
Assessment criteria	
The learner can:	
1.1 Outline the need for HACCP based food safety management procedures	
1.2 Describe the HACCP approach to food safety procedures	
1.3 Summarise legislation relating to HACCP	

Learning outcome	The learner will:
	2. Understand the preliminary processes for HACCP based procedures
Assessment criteria	
The learner can:	
2.1 Explain the requirements of a HACCP team	
2.2 Outline the pre-requisites for HACCP	
2.3 Describe food production processes including use of end product	
2.4 Use process flow diagrams in the development of HACCP based food safety management procedures	

Learning outcome	The learner will:
	3. Understand how to develop HACCP based food safety management procedures
Assessment criteria	
The learner can:	
3.1 Identify hazards and risks in the production process	
3.2 Determine critical control points	
3.3 Establish critical limits	

Learning outcome	The learner will:
	4. Understand how to implement HACCP based food safety management procedures
Assessment criteria	
The learner can:	
4.1 Establish and implement monitoring procedures at critical control points	
4.2 Describe corrective actions	

Learning outcome	The learner will:
	5. Understand how to evaluate HACCP based procedures
Assessment criteria	
The learner can:	
5.1 Describe documentation and record keeping procedures	
5.2 Outline the verification and review of procedures	

Unit 226

Principles of food policy and regulation

UAN:	Y/601/9683
Level:	Level 4
Credit value:	5
GLH:	33
Relationship to NOS:	This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge standard FT.101K Principles of food policy and regulation.
Assessment requirements specified by a sector or regulatory body:	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food policy and regulation. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of food policy and regulation, in a food environment or in a learning environment.</p> <p>The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.</p>

Learning outcome	The learner will:
1. Understand how to describe food policy and regulation	
Assessment criteria	
The learner can:	
1.1 Explain the legal and regulatory requirements that control the manufacture and supply of food	
1.2 Explain how ethical and social issues affect food businesses	
1.3 Describe how to access sources of advice and guidance that support food policy development	
1.4 Explain how to quantify the impact on food businesses of:	
<ul style="list-style-type: none"> • legal • regulatory • ethical • social requirements. 	

Learning outcome	The learner will:
2. Understand how to develop food policy and procedures	
Assessment criteria	
The learner can:	
2.1 Explain the purpose of organisational policy and procedures	
2.2 Outline the effectiveness of methods used for collecting and analysing data	
2.3 Explain how the culture and values of businesses affect corporate governance	
2.4 Explain how to develop organisational food policy to support organisational culture and values	
2.5 Describe how to support the effective implementation of food policies	
2.6 Outline the methods used for communicating policies	
2.7 Explain how policy is influenced by and influences stakeholders.	

Learning outcome	The learner will:
3. Know how to monitor food policies	
Assessment criteria	
The learner can:	
3.1 Outline the techniques used for monitoring policies and procedures	
3.2 Explain how to develop contingency processes to deal with policy failures	
3.3 Explain why quality assurance processes are needed to support organisational policy development and implementation	
3.4 Outline the methods for controlling policy and ensuring on-going compliance with regulations.	

UAN:	K/602/4225
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
	1. Understand the composition of wheat flour
Assessment criteria	
The learner can:	
1.1 Critically compare the average nutritional composition of white bread-making flour to that of wholemeal and malted wheat flours	
1.2 Explain the differences in nutritional composition of flours intended for non-fermented flour confectionery purposes.	

Learning outcome	The learner will:
	2. Understand the quality control tests for wheat flour components
Assessment criteria	
The learner can:	
2.1 Summarise the purpose and function of:	
<ul style="list-style-type: none"> • the grade colour figure test • types of moisture tests • types of protein tested • testing using the Farrand method • types of water absorption and dough quality tests • testing with the near infra-red reflectance method • testing using a gas production method. 	

Learning outcome	The learner will:
	3. Understand the quality control parameters of wheat flour
Assessment criteria	
The learner can:	
3.1 Differentiate quality control parameters for moisture, protein, falling number, colour and water absorption for commercial flour grades including;	
<ul style="list-style-type: none"> • strong • bakers grade • CBP grade • patent 	
3.2 Explain what starch damage is and its impact on flour quality	
3.3 Explain the importance of albumin, globulin, gliadin and glutenin proteins in flour and how they make up high and low molecular weight proteins.	

Learning outcome	The learner will:
4. Understand the functionality of wheat flour additives	
Assessment criteria	
<p>The learner can:</p> <p>4.1 Explain the functions of flour treatments including;</p> <ul style="list-style-type: none"> • bleaching agents • improving or maturation agents • diastatic enzyme supplements <p>4.2 Explain the purpose and regulatory requirements for adding nutrient additives to flour</p> <p>4.3 Summarise the functions of flour performance additives used by millers to meet the needs of particular customers and their processes.</p>	

Unit 228

Principles of fats and oils in bakery

UAN:	M/602/4226
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
1.	Understand the chemical structure of fats and oils
Assessment criteria	
The learner can:	
1.1	Classify fats and oils as esters of organic compounds
1.2	Clarify which alcohol and types of acids participate in the formation of fat and oil esters
1.3	Illustrate the structure of glycerol
1.4	Illustrate the general structure of fatty acids
1.5	Summarise the structures of typical saturated and unsaturated fatty acids including; <ul style="list-style-type: none"> • palmitic • stearic • oleic • linoleic

Learning outcome	The learner will:
2.	Understand the properties of fats and oils used in bakery processing
Assessment criteria	
The learner can:	
2.1	Explain how an oil or liquefied fat crystallizes on cooling
2.2	Clarify how the melting point of fat is related to the strength of bonding forces within fat crystals
2.3	Summarise the structural factors which influence the plasticity and plasticity range of fats

Learning outcome	The learner will:
3.	Understand the composition of fats and oils in bakery raw material
Assessment criteria	
The learner can:	
3.1	Critically compare the fatty acid content of raw materials/ingredients including; <ul style="list-style-type: none"> • beef fat • butter • lard • shortening • margarine (hard and soft) • sunflower oil • palm oil • corn oil
3.2	Explain why the hydrogenation process is important in the plasticisation of oils and manufacture of bakery margarines
3.3	Illustrate the typical structural change to a molecule of oleic acid caused by hydrogenation

Learning outcome	The learner will:
4.	Understand how fats and oils deteriorate and how this can be prevented
Assessment criteria	
The learner can:	
4.1	Explain how fats and oils spoil by rancidity including; <ul style="list-style-type: none"> • Hydrolytic rancidity • Oxidative rancidity
4.2	Summarise what additives can be used and other steps that can be taken to delay or prevent rancidity
4.3	Explain what happens to the structure of a fat or oil when it is overheated at its smoke point

Learning outcome	The learner will:
5.	Understand the function of emulsifiers and stabilisers in bakery processing
Assessment criteria	
The learner can:	
5.1	Illustrate structurally how an emulsifier interfaces the oil-water boundary
5.2	Summarise the structure of lecithin
5.3	Describe why lecithin is an emulsifying agent
5.4	Explain how emulsifiers work to blend fats and oils into bakery mixtures
5.5	Describe how stabilisers provide stability for blended fats and oils in bakery mixtures

Unit 229

Principles of sugars and starches in bakery

UAN:	T/602/4227
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
	1. Understand the chemical structure of sugars and starches
Assessment criteria	
The learner can:	
1.1 Classify sugars and starches as saccharides of carbohydrates	
1.2 Illustrate the general structure of a	
<ul style="list-style-type: none"> • monosaccharide • disaccharide • polysaccharide 	
1.3 Summarise the structures and common chemical groups of typical sugars and starches including;	
<ul style="list-style-type: none"> • glucose • fructose • sucrose • maltose • starch. 	

Learning outcome	The learner will:
	2. Understand the properties of sugars and starches in bakery processing
Assessment criteria	
The learner can:	
2.1 Explain how the solubility of sugars is a key factor in using bakery sugar syrups and icings	
2.2 Explain sugar crystal formation in the formation of fondants and fudges	
2.3 Explain how the process of sugar caramelization is useful in bakery processing	
2.4 Summarise how the starch gelatinization is critical in bakery processing	
2.5 Summarise how starches act as thickening agents in bakery processing.	

Learning outcome	The learner will:
	3. Understand the enzymic breakdown of sugars and starches in bakery processing
Assessment criteria	
The learner can:	
3.1 Classify the enzymes which can breakdown sugars and starches	
3.2 Explain how enzymes breakdown sugars	
3.3 Summarise how sugar breakdown products are useful in bakery processing and products	
3.4 Explain how enzymes breakdown starch	
3.5 Summarise how starch breakdown products are useful in bakery processing and products.	

Learning outcome	The learner will:
4. Understand the structure and function of vegetable gums in bakery processing	
Assessment criteria	
The learner can:	
4.1	Explain how vegetable gums are sugar and sugar-derived polymers
4.2	Explain how vegetable gums function in bakery mixtures including; <ul style="list-style-type: none"> • thickening • emulsifying and stabilizing • gel forming.

Unit 230

Principles of dairy products in bakery

UAN:	A/602/4228
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
1. Understand the chemical composition of milk	
Assessment criteria	
The learner can:	
1.1 Explain the constitution of milk as a solution, colloidal dispersion and an emulsion	
1.2 Describe the components of the whey and curd portions of milk	
1.3 Summarise the proportions and chemical characteristics of casein, globulin and albumin proteins in milk	
1.4 Summarise the proportions and chemical characteristics of lactose in milk	
1.5 Summarise the proportions and chemical characteristics of fats in milk	
1.6 Summarise the proportions and chemical characteristics of minerals and vitamins in milk.	

Learning outcome	The learner will:
2. Understand pasteurisation and sterilisation of milk	
Assessment criteria	
The learner can:	
2.1 Explain how milk is pasteurised and its affect on pathogenic bacteria counts	
2.2 Summarise how the phosphatase test is carried out for pasteurisation effectiveness	
2.3 Explain how ultra heat treated (UHT) milk is processed and its affect on pathogenic bacteria counts.	

Learning outcome	The learner will:
3. Understand how milk products are produced	
Assessment criteria	
The learner can:	
3.1 Explain how cream is separated from milk	
3.2 Summarise how the following milk products are produced;	
<ul style="list-style-type: none"> • evaporated milk • condensed milk • milk powders 	
3.3 Explain the nutritional composition of;	
<ul style="list-style-type: none"> • evaporated milk • condensed milk • milk powders. 	

Learning outcome	The learner will:
4.	Understand the structure and properties of dairy based emulsifiers
Assessment criteria	
The learner can:	
4.1	Clarify the emulsifiers present in milk and milk products
4.2	Explain the chemical composition of milk emulsifiers
4.3	Summarise how dairy based emulsifiers are used in bakery processing.

Unit 231

Principles of egg and egg products in bakery

UAN:	F/602/4229
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
1.	Understand the chemical composition of egg
Assessment criteria	
The learner can:	
1.1	Summarise the proportions and chemical characteristics of glycoproteins, globulins, ovomucin and avidin proteins in egg white
1.2	Summarise the proportions and chemical characteristics of vitellin, phosvitin and livetin proteins in egg yolk
1.3	Summarise the proportions and chemical characteristics of triglycerides, phospholipids and cholesterol fats in milk
1.4	Explain how the functional properties of egg yolk in baking are attributed to particles (granules and micelles) in the egg yolk.

Learning outcome	The learner will:
2.	Understand the processing of egg products for bakery
Assessment criteria	
The learner can:	
2.1	Explain how whole egg and frozen whole egg is produced as bakery ingredients
2.2	Explain how separated egg products are produced as bakery ingredients
2.3	Summarise how egg products are pasteurised for use as bakery ingredients
2.4	Explain how dried egg products are produced as bakery ingredients.

Learning outcome	The learner will:
3.	Understand the functional properties of egg products
Assessment criteria	
The learner can:	
3.1	Explain the functional properties of whole egg which are useful in bakery processing
3.2	Explain the functional properties of egg white which are useful in bakery processing
3.3	Explain the function of the natural egg based emulsifier in bakery mixtures.

Unit 232

Principles of salt and dough conditioners / improvers in bakery

UAN:	T/602/4230
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
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1. Understand the chemical functionality of salt in bakery processing
Assessment criteria
<p>The learner can:</p> <p>1.1 Explain the chemical functionality and properties of salt in bakery processing including;</p> <ul style="list-style-type: none"> • fermentation control • astringent/strengthening of gluten • flavour • flavour enhancer <p>1.2 Summarise the technical challenges in reducing salt levels in bread-making and bakery products to meet salt reduction targets</p> <p>1.3 Clarify the effect on yeast if it comes into direct and prolonged contact with salt.</p>

Learning outcome	The learner will:
2. Understand the functionality of oxidants and reducing agents as conditioners/improvers	
Assessment criteria	
<p>The learner can:</p> <p>2.1 Explain how oxidants chemically interact in dough development to improve dough condition and quality</p> <p>2.2 Summarise which oxidants are currently permissible as bread improvers</p> <p>2.3 Critically compare the performance of permissible oxidants in terms of rate of reaction and mechanism.</p>	

Learning outcome	The learner will:
3. Understand the functionality of soya flour as a conditioner/improver	
Assessment criteria	
<p>The learner can:</p> <p>3.1 Explain the rheological dough improvements which soya flour can produce</p> <p>3.2 Summarise the chemical bleaching and gluten oxidation processes which soya flour is responsible for as an improver</p> <p>3.3 Explain why soya flour is able to oxidise gluten in a manner which other oxidants cannot.</p>	

Learning outcome	The learner will:
4. Understand the functionality of fat as a conditioner/improver	
Assessment criteria	
<p>The learner can:</p> <p>4.1 Summarise the quality improvement features of using fat in bread recipes</p> <p>4.2 Explain how fats and hard fats work as dough conditioners/improvers.</p>	

Learning outcome	The learner will:
5. Understand the functionality of emulsifiers as dough conditioners/improvers	
Assessment criteria	
The learner can:	
5.1	Summarise the quality improvement features of using emulsifiers in bread recipes
5.2	Clarify the emulsifiers commonly used as dough conditioners/improvers
5.3	Explain how emulsifiers work as dough conditioners/improvers.

Learning outcome	The learner will:
6. Understand the functionality of yeast nutrients and fermentation aids as dough conditioners/improvers	
Assessment criteria	
The learner can:	
6.1	Explain the role and function of yeast nutrients and fermentation aids including;
	<ul style="list-style-type: none"> • nitrogen containing salts • calcium salts • sugars • alpha-amylases • mould or rope inhibitor.

Unit 233

Principles of the Bulk Fermentation Process (BFP)

UAN:	A/602/4567
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
	1. Understand the importance of the BFP as a bread-making method
Assessment criteria	
The learner can:	
1.1 Evaluate the current commercial application of BFP in the UK	
1.2 Analyse the importance of the BFP in UK bread-making up to the 1960s compared to its current role.	

Learning outcome	The learner will:
	2. Understand the role of BFP ingredients
Assessment criteria	
The learner can:	
2.1 Clarify which types of flours are best for BFP doughs	
2.2 Critically compare the role of yeast in the BFP to that in the Chorleywood Bread Process	
2.3 Explain how BFP dough consistency is managed by manipulating time, temperature and yeast levels	
2.4 Explain why certain dough conditioners and improvers are added to BFP dough to improve dough performance and quality.	

Learning outcome	The learner will:
	3. Understand the performance features of the BFP
Assessment criteria	
The learner can:	
3.1 Explain why BFP mixing is relatively poor at entrapping gas in dough	
3.2 Summarise how dough gas cells are created during the BFP	
3.3 Explain how dough gas is produced during the BFP	
3.4 Summarise how dough gas retention is optimised during the BFP	

Learning outcome	The learner will:
	4. Understand the advantages and variations of the BFP
Assessment criteria	
The learner can:	
4.1 Compare the advantages of the BFP as a commercial bread processing method to other processes	
4.2 Explain the technical processing features and advantages of using a sponge and dough processing variation to the BFP	
4.3 Justify why the BFP is classified in the fermentation group of bread-making processes.	

Unit 234

Principles of the Chorleywood Bread Process (CBP)

UAN:	F/602/4182
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by team leaders/managers 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.</p>

Learning outcome	The learner will:
1. Understand the background and rationale for CBP development	
Assessment criteria	
The learner can:	
1.1 Summarise the features of the pioneering mechanical dough development process which informed the development of the CBP	
1.2 Explain the need to develop a commercial short process time bread-making process in the late 1950s for the UK consumer.	

Learning outcome	The learner will:
2. Understand the role of CBP ingredients	
Assessment criteria	
The learner can:	
2.1 Clarify the role of oxidising agents in the CBP	
2.2 Clarify the role of hard fat in the CBP	
2.3 Clarify the role of emulsifiers in the CBP	
2.4 Explain how the retention of flour solids during the CBP affects dough condition and water take-up	
2.5 Clarify the role of yeast in the CBP compared with that in the bulk fermentation process.	

Learning outcome	The learner will:
3. Understand the performance features of the CBP	
Assessment criteria	
The learner can:	
3.1 Explain how CBP mixing can develop a the features of a mature dough	
3.2 Review how the structure of the gluten network is constructed and stabilised in the CBP	
3.3 Justify how dough gas cells are created during the CBP	
3.4 Explain how dough gas is produced during the CBP	
3.5 Explain how dough gas retention is optimised during the CBP.	

Learning outcome	The learner will:
4. Understand the advantages and classification of the CBP	
Assessment criteria	
The learner can:	
4.1 Compare the advantages of the CBP as a commercial bread processing method to the bulk fermentation process	
4.2 Critically compare the results of using about 11% protein flour with that at 13-14% in the CBP	
4.3 Justify why the CBP is classified as a mechanical dough development process.	

Unit 235

Principles of Mechanical Dough Development (MDD) using spiral mixing

UAN:	F/602/4568
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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. It can be assessed on or off the job.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of Mechanical Dough Development, in a bakery or in a learning environment.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
1.	Understand the background and rationale for MDD process development
Assessment criteria	
The learner can:	
1.1	Summarise the main features of the pioneer MDD process which informed the development of the Chorleywood Bread Process
1.2	Compare the main features of the Activated Dough Development process as originally developed, with the currently applied spiral mixer based MDD process
1.3	Clarify the current commercial bakery applications of MDD processes.

Learning outcome	The learner will:
2.	Understand the role of MDD ingredients
Assessment criteria	
The learner can:	
2.1	Clarify the role of oxidising agents in the MDD process
2.2	Clarify the role of fat in the MDD process
2.3	Clarify the role of emulsifiers in the MDD process
2.4	Explain how the retention of flour solids during the MDD process affects dough condition and water take-up
2.5	Clarify the role of yeast in the MDD process compared with that in the bulk fermentation process.

Learning outcome	The learner will:
3.	Understand the performance features of the MDD process
Assessment criteria	
The learner can:	
3.1	Explain how MDD mixing can develop the features of a mature dough in a relatively short time
3.2	Review how the structure of the gluten network is constructed and stabilised in the MDD process
3.3	Summarise how dough gas cells are created during MDD
3.4	Explain how dough gas is produced during MDD
3.5	Summarise how dough gas retention is optimised during MDD.

Learning outcome	The learner will:
4.	Understand the advantages and the MDD process
Assessment criteria	
The learner can:	
4.1	Explain the advantages of MDD processing over the bulk fermentation process
4.2	Critically compare the results of MDD processing using low protein content flour with that of high protein content flour.

Unit 236

Principles of dough fermentation and process control

UAN:	F/602/4196
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
1.	Understand the features and role of yeast in fermentation
Assessment criteria	
The learner can:	
1.1	Explain the properties of yeast cells as living fungal organisms
1.2	Explain how yeast cells multiply
1.3	Evaluate how fermentation is an essential part of the feeding, growth and multiplication of yeast cells
1.4	Summarise how fermentation contributes to flavour.

Learning outcome	The learner will:
2.	Understand the enzyme action of dough in the fermentation process
Assessment criteria	
The learner can:	
2.1	State the chemical equation to summarise the inputs and outputs of dough fermentation
2.2	Explain how the action of alpha and beta amylases in flour and dough additives on starch provides substrate for the fermentation process
2.3	Summarise how damaged starch from the milling process contributes to substrate for fermentation
2.4	Explain the chemical action of enzymes in yeast during fermentation including; <ul style="list-style-type: none"> • invertase • maltase • zymase • permease.

Learning outcome	The learner will:
3.	Understand the function of yeast in dough development
Assessment criteria	
The learner can:	
3.1	Explain the gas production function of yeast in; <ul style="list-style-type: none"> • long process or bulk fermented dough • no-time process (CBP or ADD) dough
3.2	Summarise how yeast contributes to product flavour
3.3	Explain how dough structure supports the growth of gas bubbles and volume increase during processing.

Learning outcome	The learner will:
4. Understand the factors affecting the rate of fermentation in dough	
Assessment criteria	
<p>The learner can:</p> <p>4.1 Explain how the rate of fermentation is affected by;</p> <ul style="list-style-type: none"> • temperature • humidity • pH • time <p>4.2 Explain how the rate of fermentation can be affected by the presence of key ingredients;</p> <ul style="list-style-type: none"> • salt • sugar • fats • spices • mould and rope inhibitors. 	

Unit 237

Principles of retarding and proving dough and process control

UAN:	K/602/4192
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
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1. Understand the advantages and technical function of retarding dough
Assessment criteria
<p>The learner can:</p> <p>1.1 Summarise the commercial advantages of retarding fermented dough</p> <p>1.2 Justify the conditions which retarders maintain to reduce fermentation activity and retard dough products including;</p> <ul style="list-style-type: none"> • refrigeration of air • high humidity • air circulation <p>1.3 Explain how retarder conditions reduce fermentation activity and suspend dough volume increase</p> <p>1.4 Explain why dough recipes are adjusted to improve quality and performance of retarded dough including levels of;</p> <ul style="list-style-type: none"> • yeast • fat • dough conditioner.

Learning outcome	The learner will:
2. Understand the technical function of recovering dough	
Assessment criteria	
<p>The learner can:</p> <p>2.1 Summarise the recovery process of required in order to maintain dough quality</p> <p>2.2 Explain why recovery conditions should be optimal in increasing fermentation activity and maintaining recovery quality of dough products</p> <p>2.3 Explain why the recovery process is critical to the effective increase in dough fermentation activity in preparation for proving</p> <p>2.4 Explain why dough recipes are adjusted to improve quality and performance of dough recovery including levels of;</p> <ul style="list-style-type: none"> • yeast • fat • dough conditioner. 	

Learning outcome	The learner will:
3. Understand the technical function of proving dough	
Assessment criteria	
<p>The learner can:</p> <p>3.1 Summarise the optimum conditions which provers maintain to maximise fermentation rates and prove dough products</p> <p>3.2 Explain how prover conditions increase fermentation activity and increase dough volume</p> <p>3.3 Summarise the quality features of under and over proving dough products.</p>	

Learning outcome	The learner will:
4. Understand the causes of common faults in retarded dough	

Assessment criteria

The learner can:

4.1 Diagnose the causes:

- of skinned up dough
- of spotted and blistered dough
- of dough lacking of volume
- for dough which has become blistered under the top crust
- for dough which has produced dark spots on product base.

Unit 238

Principles of oven baking bakery products

UAN:	K/602/4211
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
	1. Understand the purpose and function of steam in baking
Assessment criteria	
The learner can:	
1.1 Clarify the purpose of generating and releasing steam in an oven	
1.2 Summarise the main effects of baking with steam on baked products	
1.3 Summarise the main products types which benefit from oven steaming	
1.4 Summarise the main methods of steam generation for ovens	
1.5 Explain how steam physically and chemically affects the dough surface during baking.	

Learning outcome	The learner will:
	2. Understand the application and advantages of types of baking ovens
Assessment criteria	
The learner can:	
2.1 Explain the best uses, advantages and disadvantages in baking: <ul style="list-style-type: none"> • travelling ovens • rack ovens in baking • multi-deck ovens in baking 	
2.2 Outline how to load and unload peel, setter and multi-deck ovens.	

Learning outcome	The learner will:
	3. Understand how heat energy changes products during baking
Assessment criteria	
The learner can:	
3.1 Explain how heat is transferred from the oven to a baking product	
3.2 Explain the physical changes that take place within dough based products during the baking process	
3.3 Clarify what is meant by 'oven spring' when baking bread products	
3.4 Explain the chemical changes that take place within dough based products during the baking process to produce external crust, product flavour and colour	
3.5 Explain the physical changes that take place within flour confectionery products during the baking process	
3.6 Explain the chemical changes that take place within flour confectionery products during the baking process.	

Learning outcome	The learner will:
	4. Understand the importance of product handling after baking
Assessment criteria	
The learner can:	
4.1 Explain the optimum cooling conditions for bread based products on completion of baking	
4.2 Explain the optimum cooling conditions for flour confectionery products on completion of baking.	

Unit 239

Principles of preparing and handling bakery finishing materials

UAN:	D/602/4223
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
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1. Understand the composition and properties of fat-based finishing media
Assessment criteria
<p>The learner can:</p> <p>1.1 Explain the chemical composition of fat-based finishing media including;</p> <ul style="list-style-type: none"> • dairy cream • buttercream • synthetic cream filling • chocolate • chocolate flavoured coating <p>1.2 Explain the technical properties of fat-based finishing media when preparing, applying and storing them including;</p> <ul style="list-style-type: none"> • temperature treatment and tempering • application methods • mixing requirements • storage requirements • setting and solidifying.

Learning outcome	The learner will:
2. Understand the composition and properties of sugar-based finishing media	
Assessment criteria	
<p>The learner can:</p> <p>2.1 Explain the chemical composition of sugar-based finishing media including;</p> <ul style="list-style-type: none"> • icing sugar • fondants • sugarpaste • marzipan • jams • coating/masking gels <p>2.2 Describe the technical properties of sugar-based finishing media when preparing, applying and storing them including:</p> <ul style="list-style-type: none"> • temperature treatment • application methods • mixing requirements • storage requirements • setting and solidifying. 	

Learning outcome	The learner will:
3.	Understand how nuts and fruits are prepared for finishing
Assessment criteria	
The learner can:	
3.1	Summarise how nuts are prepared in different ways for use in bakery applications; <ul style="list-style-type: none"> • almonds • walnuts • pecans • peanuts
3.2	Describe how fruits are prepared in different ways for use in bakery applications; <ul style="list-style-type: none"> • dried fruits • crystallised fruits • jams • pie fillings • fresh fruits.

Learning outcome	The learner will:
4.	Understand how to diagnose common faults in finishing media
Assessment criteria	
The learner can:	
4.1	Diagnose the causes of chocolate faults including; <ul style="list-style-type: none"> • dull finish/lack of gloss • bloom • poor flow
4.2	Diagnose the causes of sugar media faults including; <ul style="list-style-type: none"> • inadequate setting • poor flow.

Unit 240

Principles of packaging in bakery

UAN:	A/602/4231
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by operatives, technicians and managers 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.</p>

Learning outcome	The learner will:
1. Understand the manufacture of sustainable bakery packaging	
Assessment criteria	
The learner can:	
1.1 Explain how paper and waxed paper is manufactured for use as a food safe packaging material	
1.2 Explain how board is manufactured and treated for use as a food safe packaging material	
1.3 Explain how cellulose film is manufactured for use as food safe packaging material	
1.4 Summarise the main factors influencing the use of packaging material from sustainable and environmentally sound sources.	

Learning outcome	The learner will:
2. Understand the manufacture and functionality of plastic bakery packaging	
Assessment criteria	
The learner can:	
2.1 Explain how polythene and acetate films are manufactured	
2.2 Explain the functionality of plastic films in bakery including;	
<ul style="list-style-type: none"> • low and high density polythene • cast, oriented and coated polypropylene • shrink or cling films. 	

Learning outcome	The learner will:
3. Understand the technical product needs for different types of packaging	
Assessment criteria	
The learner can:	
3.1 Explain how the technical needs of products determine the packaging best suited for;	
<ul style="list-style-type: none"> • soft breads • crusty breads • morning goods 	
3.2 Explain how the technical needs of flour confectionery products determine the packaging best suited for;	
<ul style="list-style-type: none"> • high sugar cakes • high liquor/low sugar cakes • low moisture confectionery • decorated cakes • savoury and meat products. 	

Learning outcome	The learner will:
4. Understand the importance of packaging in product promotion	
Assessment criteria	
The learner can:	
4.1 Summarise the value of using packaging to advertise and promote bakery products	
4.2 Explain the technical challenges of providing flexibility in packaging for additional labelling and other short term additions to printed pre-packaging.	

Unit 241

Principles of mixing flour confectionery and process control

UAN:	K/602/4712
Level:	Level 3
Credit value:	2
GLH:	20
Relationship to NOS:	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.
Assessment requirements specified by a sector or regulatory body:	<p>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.</p> <p>The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
Aim	<p>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.</p> <p>The unit is designed for use primarily by technicians, team leaders and managers 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.</p>

Learning outcome	The learner will:
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1. Understand the aeration of batter mixtures
Assessment criteria
<p>The learner can:</p> <p>1.1 Explain how mechanical aeration is developed during mixing</p> <p>1.2 Evaluate the changes to key ingredients in batters which are important in developing and maintaining aeration</p> <p>1.3 Summarise which chemical aeration agents are best added to specific type of batters</p> <p>1.4 Clarify the pre-bake action of chemical aeration agents in batters</p> <p>1.5 Explain the conditions for ingredients or mixtures which lead to inadequate batter aeration.</p>

Learning outcome	The learner will:
2. Understand the aeration of foam mixtures	
Assessment criteria	
<p>The learner can:</p> <p>2.1 Explain how mechanical aeration is developed during the mixing</p> <p>2.2 Evaluate the changes to key ingredients in foams which are important in developing and maintaining aeration</p> <p>2.3 Explain the conditions for ingredients or mixtures which lead to inadequate foam aeration or foam collapse.</p>	

Learning outcome	The learner will:
3. Understand how scone doughs are developed	
Assessment criteria	
<p>The learner can:</p> <p>3.1 Explain the key features of scone doughs, and how they are developed during mixing</p> <p>3.2 Evaluate the changes to key ingredients in scone doughs which are important to achieving dough quality</p> <p>3.3 Summarise which chemical aeration agents are best suited to scone products</p> <p>3.4 Clarify the pre-bake action of chemical aeration agents in scones.</p> <p>3.5 Explain the conditions for ingredients or doughs which lead to inadequate scone dough development.</p>	

Learning outcome	The learner will:
4. Understand how pastry doughs are developed	
Assessment criteria	
The learner can:	
4.1	Explain the key features of pastry and biscuit doughs and how they are developed during mixing
	<ul style="list-style-type: none"> • short pastry • puff pastry • biscuit mixtures
4.2	State the function and changes to key ingredients in pastry and biscuit doughs which are important achieving specified dough quality
4.3	Summarise which chemical aeration agents are best suited to biscuit products
4.4	Clarify the pre-bake action of chemical aeration agents in biscuits
4.5	Explain the conditions for ingredients or doughs which lead to inadequate pastry or biscuit dough development.



Appendix 1 Links to other qualifications

This qualification has connections to:

- FME (1284) Level 3 & 4
- Food Industry Skills (1283) Level 3



Appendix 2 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.

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:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLLA assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **intcg@cityandguilds.com**

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **centresupport@cityandguilds.com**

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **singlesubjects@cityandguilds.com**

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **intops@cityandguilds.com**

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **walledgarden@cityandguilds.com**

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **business_unit@cityandguilds.com**

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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