

**UNIT PACK**

# **Level 2 Certificate/ Diploma for Proficiency in Fish and Shellfish Industry Skills 1288-21/22 Unit Pack**

September 2013 Version 1.1



## Qualification at a glance

<b>City &amp; Guilds Scheme Number</b>	<b>1288</b>
<b>Age group approved</b>	16-18, 18+, 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence
<b>Support materials</b>	Unit Pack Centre handbook

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Sep 2013	Unit 003 credit value amended	Units (page 13)

# Contents

<b>1</b>	<b>Units</b>	<b>8</b>
<b>Unit 001</b>	<b>Assemble fish/shellfish products by hand</b>	<b>9</b>
<b>Unit 002</b>	<b>Carry out product changeovers in food manufacture</b>	<b>11</b>
<b>Unit 003</b>	<b>Carry out shellfish depuration processing</b>	<b>13</b>
<b>Unit 004</b>	<b>Carry out task hand-over procedures in food manufacture</b>	<b>15</b>
<b>Unit 005</b>	<b>Clean in place (CIP) plant and equipment in food operations</b>	<b>17</b>
<b>Unit 006</b>	<b>Contribute to continuous improvement for achieving excellence in food operations</b>	<b>19</b>
<b>Unit 007</b>	<b>Contribute to environmental safety in food operations</b>	<b>21</b>
<b>Unit 008</b>	<b>Contribute to problem diagnosis in food manufacture</b>	<b>23</b>
<b>Unit 009</b>	<b>Contribute to problem resolution in food manufacture</b>	<b>25</b>
<b>Unit 010</b>	<b>Contribute to the effectiveness of food retail operations</b>	<b>27</b>
<b>Unit 011</b>	<b>Contribute to the maintenance of plant and equipment in food operations</b>	<b>29</b>
<b>Unit 012</b>	<b>Control defrosting in food manufacture</b>	<b>31</b>
<b>Unit 013</b>	<b>Control depositing in food manufacture</b>	<b>33</b>
<b>Unit 014</b>	<b>Control enrobing in food manufacture</b>	<b>35</b>
<b>Unit 015</b>	<b>Control fish gutting operations</b>	<b>37</b>
<b>Unit 016</b>	<b>Control fish skinning operations</b>	<b>39</b>
<b>Unit 017</b>	<b>Control fish/shellfish defrosting</b>	<b>41</b>
<b>Unit 018</b>	<b>Control forming in food manufacture</b>	<b>43</b>
<b>Unit 019</b>	<b>Control heat treatment in food manufacture</b>	<b>45</b>
<b>Unit 020</b>	<b>Control hygiene cleaning in food operations</b>	<b>47</b>
<b>Unit 021</b>	<b>Control mixing in food manufacture</b>	<b>49</b>
<b>Unit 022</b>	<b>Control separation in food manufacture</b>	<b>51</b>
<b>Unit 023</b>	<b>Control shellfish depuration processing</b>	<b>53</b>
<b>Unit 024</b>	<b>Control shellfish meat extraction operations</b>	<b>55</b>
<b>Unit 025</b>	<b>Control size reduction in food manufacture</b>	<b>57</b>
<b>Unit 026</b>	<b>Control temperature reduction in food manufacture</b>	<b>59</b>
<b>Unit 027</b>	<b>Control the dry curing of fish</b>	<b>61</b>
<b>Unit 028</b>	<b>Control the fish/shellfish brining process</b>	<b>63</b>
<b>Unit 029</b>	<b>Control the fish/shellfish marinating process</b>	<b>65</b>
<b>Unit 030</b>	<b>Control the fish/shellfish smoking process</b>	<b>67</b>

<b>Unit 031</b>	<b>Control washing and drying machinery in food operations</b>	<b>69</b>
<b>Unit 032</b>	<b>Control weighing in food manufacture</b>	<b>71</b>
<b>Unit 033</b>	<b>Control wrapping in food manufacture</b>	<b>73</b>
<b>Unit 034</b>	<b>Deal effectively with waste in food operations</b>	<b>75</b>
<b>Unit 035</b>	<b>Display fish/shellfish in a sales environment</b>	<b>77</b>
<b>Unit 036</b>	<b>Extract shellfish meat by hand</b>	<b>80</b>
<b>Unit 037</b>	<b>Fill or extrude meat and meat-based mixtures</b>	<b>83</b>
<b>Unit 038</b>	<b>Fillet fish by hand</b>	<b>85</b>
<b>Unit 039</b>	<b>Grade fish/shellfish by hand</b>	<b>88</b>
<b>Unit 040</b>	<b>Grade fish/shellfish by machine</b>	<b>90</b>
<b>Unit 041</b>	<b>Gut and clean fish by hand</b>	<b>92</b>
<b>Unit 042</b>	<b>Harvest fish for food supply</b>	<b>94</b>
<b>Unit 043</b>	<b>Intake fish/shellfish</b>	<b>96</b>
<b>Unit 044</b>	<b>Lift and handle materials safely in food operations</b>	<b>98</b>
<b>Unit 045</b>	<b>Maintain product quality in food operations</b>	<b>100</b>
<b>Unit 046</b>	<b>Maintain workplace food safety standards in operations</b>	<b>102</b>
<b>Unit 047</b>	<b>Maintain workplace health and safety in food operations</b>	<b>104</b>
<b>Unit 048</b>	<b>Maintain, promote and improve environmental good practice in food operations</b>	<b>106</b>
<b>Unit 049</b>	<b>Maximise sales in a food retail environment</b>	<b>108</b>
<b>Unit 050</b>	<b>Monitor and control the recovery and separation of by-products and waste disposal in food operations</b>	<b>110</b>
<b>Unit 051</b>	<b>Monitor and control waste disposal in food operations</b>	<b>112</b>
<b>Unit 052</b>	<b>Monitor and maintain storage conditions in food operations</b>	<b>114</b>
<b>Unit 053</b>	<b>Monitor food hygiene standards using rapid test methods in operations</b>	<b>116</b>
<b>Unit 054</b>	<b>Monitor product quality in food operations</b>	<b>118</b>
<b>Unit 055</b>	<b>Operate central control systems in food manufacture</b>	<b>120</b>
<b>Unit 056</b>	<b>Pack and ice fish/shellfish</b>	<b>122</b>
<b>Unit 057</b>	<b>Pack live shellfish for despatch</b>	<b>124</b>
<b>Unit 058</b>	<b>Pack orders for despatch in food operations</b>	<b>127</b>
<b>Unit 059</b>	<b>Prepare orders for despatch in food operations</b>	<b>129</b>
<b>Unit 060</b>	<b>Prepare sauces and marinades by hand in food manufacture</b>	<b>131</b>
<b>Unit 061</b>	<b>Principles of brining and salting fish/shellfish</b>	<b>133</b>
<b>Unit 062</b>	<b>Principles of cans and closing cans in food manufacture</b>	<b>136</b>
<b>Unit 063</b>	<b>Principles of displaying fish/shellfish in a sales environment</b>	<b>138</b>

<b>Unit 064</b>	<b>Principles of fish/shellfish quality assessment</b>	<b>141</b>
<b>Unit 065</b>	<b>Principles of fish/shellfish smoking</b>	<b>143</b>
<b>Unit 066</b>	<b>Principles of frying fish and chips</b>	<b>146</b>
<b>Unit 067</b>	<b>Principles of marine finfish product knowledge</b>	<b>149</b>
<b>Unit 068</b>	<b>Principles of seafood quality science</b>	<b>152</b>
<b>Unit 069</b>	<b>Principles of shellfish, non-marine finfish and marine food products, product knowledge</b>	<b>155</b>
<b>Unit 070</b>	<b>Principles of sterile processing in food technology</b>	<b>158</b>
<b>Unit 071</b>	<b>Process fish by hand</b>	<b>161</b>
<b>Unit 072</b>	<b>Process fish/shellfish in a sales environment</b>	<b>164</b>
<b>Unit 073</b>	<b>Produce product packs in food operations</b>	<b>166</b>
<b>Unit 074</b>	<b>Sell food products in a retail environment</b>	<b>168</b>
<b>Unit 075</b>	<b>Sharpen cutting tools for use in food operations</b>	<b>170</b>
<b>Unit 076</b>	<b>Shuck bivalves by hand</b>	<b>172</b>
<b>Unit 077</b>	<b>Slice and bag individual food products</b>	<b>175</b>
<b>Unit 078</b>	<b>Store goods and materials in food operations</b>	<b>177</b>
<b>Unit 079</b>	<b>Supply materials for production in food operations</b>	<b>179</b>
<b>Unit 080</b>	<b>Understand how to assemble fish/shellfish products by hand</b>	<b>181</b>
<b>Unit 081</b>	<b>Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations</b>	<b>184</b>
<b>Unit 082</b>	<b>Understand how to carry out product changeovers in food manufacture</b>	<b>186</b>
<b>Unit 083</b>	<b>Understand how to carry out shellfish depuration processing</b>	<b>188</b>
<b>Unit 084</b>	<b>Understand how to carry out task hand-over procedures in food manufacture</b>	<b>190</b>
<b>Unit 085</b>	<b>Understand how to contribute to continuous improvement for achieving excellence in food operations</b>	<b>192</b>
<b>Unit 086</b>	<b>Understand how to contribute to environmental safety in food operations</b>	<b>194</b>
<b>Unit 087</b>	<b>Understand how to contribute to problem diagnosis in food manufacture</b>	<b>196</b>
<b>Unit 088</b>	<b>Understand how to contribute to problem resolution in food manufacture</b>	<b>198</b>
<b>Unit 089</b>	<b>Understand how to contribute to the effectiveness of food retail operations</b>	<b>200</b>
<b>Unit 090</b>	<b>Understand how to contribute to the maintenance of plant and equipment in food operations</b>	<b>202</b>
<b>Unit 091</b>	<b>Understand how to control defrosting in food manufacture</b>	<b>205</b>
<b>Unit 092</b>	<b>Understand how to control fish/shellfish defrosting</b>	<b>207</b>
<b>Unit 093</b>	<b>Understand how to control hygiene cleaning in food operations</b>	<b>209</b>

<b>Unit 094</b>	<b>Understand how to control processes in food manufacture</b>	<b>212</b>
<b>Unit 095</b>	<b>Understand how to control shellfish depuration processing</b>	<b>215</b>
<b>Unit 096</b>	<b>Understand how to control shellfish meat extraction operations</b>	<b>217</b>
<b>Unit 097</b>	<b>Understand how to control the dry curing of fish</b>	<b>220</b>
<b>Unit 098</b>	<b>Understand how to control the fish/shellfish brining process</b>	<b>223</b>
<b>Unit 099</b>	<b>Understand how to control the fish/shellfish marinating process</b>	<b>226</b>
<b>Unit 100</b>	<b>Understand how to control the fish/shellfish smoking process</b>	<b>228</b>
<b>Unit 101</b>	<b>Understand how to control washing and drying machinery in food operations</b>	<b>231</b>
<b>Unit 102</b>	<b>Understand how to deal effectively with waste in food operations</b>	<b>233</b>
<b>Unit 103</b>	<b>Understand how to display fish/shellfish in a sales environment</b>	<b>236</b>
<b>Unit 104</b>	<b>Understand how to extract shellfish meat by hand</b>	<b>239</b>
<b>Unit 105</b>	<b>Understand how to fill or extrude meat and meat-based mixtures</b>	<b>242</b>
<b>Unit 106</b>	<b>Understand how to fillet fish by hand</b>	<b>244</b>
<b>Unit 107</b>	<b>Understand how to grade fish/shellfish by hand</b>	<b>247</b>
<b>Unit 108</b>	<b>Understand how to gut and clean fish by hand</b>	<b>249</b>
<b>Unit 109</b>	<b>Understand how to harvest fish for food supply</b>	<b>252</b>
<b>Unit 110</b>	<b>Understand how to intake fish/shellfish</b>	<b>254</b>
<b>Unit 111</b>	<b>Understand how to lift and handle materials safely in food operations</b>	<b>257</b>
<b>Unit 112</b>	<b>Understand how to maintain product quality in food operations</b>	<b>259</b>
<b>Unit 113</b>	<b>Understand how to maintain workplace food safety standards in operations</b>	<b>261</b>
<b>Unit 114</b>	<b>Understand how to maintain workplace health and safety in food operations</b>	<b>263</b>
<b>Unit 115</b>	<b>Understand how to maximise sales of food products in a retail environment</b>	<b>266</b>
<b>Unit 116</b>	<b>Understand how to monitor and control the recovery and separation of by-products in food operations</b>	<b>268</b>
<b>Unit 117</b>	<b>Understand how to monitor and control waste disposal in food operations</b>	<b>271</b>
<b>Unit 118</b>	<b>Understand how to monitor and improve environmental good practice in food operations</b>	<b>273</b>
<b>Unit 119</b>	<b>Understand how to monitor food hygiene standards using rapid test methods in operations</b>	<b>275</b>

<b>Unit 120</b>	<b>Understand how to operate central control systems in food manufacture</b>	<b>277</b>
<b>Unit 121</b>	<b>Understand how to pack and care for live shellfish for despatch</b>	<b>279</b>
<b>Unit 122</b>	<b>Understand how to pack and ice fish/shellfish</b>	<b>282</b>
<b>Unit 123</b>	<b>Understand how to pack orders for despatch in food operations</b>	<b>285</b>
<b>Unit 124</b>	<b>Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations</b>	<b>287</b>
<b>Unit 125</b>	<b>Understand how to prepare orders for despatch in food operations</b>	<b>289</b>
<b>Unit 126</b>	<b>Understand how to prepare sauces and marinades in food manufacture</b>	<b>291</b>
<b>Unit 127</b>	<b>Understand how to process fish by hand</b>	<b>294</b>
<b>Unit 128</b>	<b>Understand how to process fish/shellfish in a sales environment</b>	<b>297</b>
<b>Unit 129</b>	<b>Understand how to produce product packs in food operations</b>	<b>300</b>
<b>Unit 130</b>	<b>Understand how to sell food products in a retail environment</b>	<b>302</b>
<b>Unit 131</b>	<b>Understand how to sharpen cutting tools for use in food operations</b>	<b>304</b>
<b>Unit 132</b>	<b>Understand how to shuck bivalves by hand</b>	<b>306</b>
<b>Unit 133</b>	<b>Understand how to slice and bag individual food products</b>	<b>309</b>
<b>Unit 134</b>	<b>Understand how to store and organise goods and materials in food operations</b>	<b>311</b>
<b>Unit 135</b>	<b>Understand how to supply materials for production in food operations</b>	<b>314</b>
<b>Unit 136</b>	<b>Understand how to use fish/shellfish quality assessment methods</b>	<b>316</b>
<b>Unit 137</b>	<b>Understand how to work effectively with others in food operations</b>	<b>318</b>
<b>Unit 138</b>	<b>Work effectively with others in food operations</b>	<b>320</b>



# 1 Units

## Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **[www.cityandguilds.com](http://www.cityandguilds.com)**

## Structure of units

These units each have 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
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.



## Unit 001

## Assemble fish/shellfish products by hand

<b>UAN:</b>	<b>H/602/0576</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the FP.1275 Assemble fish or shellfish products by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who assemble fish or shellfish products by hand, according to their job role, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, assembling fish or shellfish products by hand, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to assemble fish/shellfish products
<b>Assessment criteria</b>
The learner can: 1.1 confirm product specification 1.2 prepare work-station to ensure conditions are suitable for fish/shellfish product assembly 1.3 obtain tools, equipment, fish/shellfish and other raw materials in preparation for product assembly 1.4 take action in response to operating problems 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Assemble fish/shellfish products by hand
<b>Assessment criteria</b>
The learner can: 2.1 assemble fish/shellfish products according to product specification 2.2 use tools and equipment to achieve required rate of production 2.3 handle and store fish/shellfish and other food materials in a manner which maintains quality and condition 2.4 dispose of waste material to maintain condition of work-station 2.5 make sure the product is transferred to the next stage in the processing operation 2.6 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Finish assembly operations
<b>Assessment criteria</b>
The learner can: 3.1 deal with materials that can be recycled or re-worked 3.2 dispose of waste material according to organisational procedures 3.3 make equipment and work-station ready for future use after the completion of the process 3.4 complete all records.

## Unit 002

# Carry out product changeovers in food manufacture

<b>UAN:</b>	<b>H/601/8309</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the PO.1135 Carry out product changeovers in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out product changeovers 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out product changeovers in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

**Learning outcome**

The learner will:

- 1 Prepare for changeovers in a way that minimises down-time and waste

**Assessment criteria**

The learner can:

- 1.1 obtain the information and any required authorisation before changeover begins
- 1.2 alert those who need to be involved, maintaining communication throughout the changeover process
- 1.3 assemble required resources in the appropriate place and make sure they meet specifications
- 1.4 remove resources from the previous run which are not needed
- 1.5 ensure plant surfaces that are in contact with ingredients and product are clean.

**Learning outcome**

The learner will:

- 2 Carry out changeovers

**Assessment criteria**

The learner can:

- 2.1 adjust plant and equipment to conform to specification without affecting any other part of the plant
- 2.2 maintain communication where required.

**Learning outcome**

The learner will:

- 3 Be able to complete changeovers

**Assessment criteria**

The learner can:

- 3.1 complete the changeover within the specified time
- 3.2 inform those who need to know that changeover is complete
- 3.3 take appropriate action when change parts are removed
- 3.4 report the condition of worn or damaged parts to the relevant person
- 3.5 ensure that, following changeover, output matches specification and is produced at the required rate
- 3.6 complete all records.

## Unit 003

# Carry out shellfish depuration processing

<b>UAN:</b>	<b>T/602/1697</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the FP.140S Conduct shellfish depuration operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out shellfish depuration processing, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out shellfish depuration processing. 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>

<b>Learning outcome</b>
The learner will: 1 Establish and maintain shellfish in depuration
<b>Assessment criteria</b>
The learner can: 1.1 follow organisational procedures to meet relevant regulatory and legal requirements 1.2 prepare the depuration system to receive shellfish 1.3 remove dead and damaged animals, washing shellfish to prepare for depuration 1.4 load shellfish into the depuration system at the specified density 1.5 activate water flow and sterilisation to optimise purification and minimise stress to shellfish 1.6 observe shellfish for signs of purging and report any incidences where shellfish are not seen to be functioning 1.7 maintain environmental conditions in the depuration system to achieve required purification 1.8 maintain records of the depuration system.

<b>Learning outcome</b>
The learner will: 2 Unload shellfish from depuration
<b>Assessment criteria</b>
The learner can: 2.1 create access to shellfish in the depuration system causing minimum disturbance 2.2 wash shellfish following depuration to minimise risk of re-contamination following depuration 2.3 unload shellfish from depuration minimising stress to shellfish 2.4 remove dead and damaged shellfish minimising disturbance to other shellfish 2.5 move shellfish to clean storage in preparation for despatch 2.6 prepare the depuration system to receive fresh shellfish.

## Unit 004

# Carry out task hand-over procedures in food manufacture

<b>UAN:</b>	<b>A/601/8316</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.1115 Carry out task hand-over procedures in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out task hand-over procedures 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, carrying out task hand-over procedures in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Hand over responsibility to another person
<b>Assessment criteria</b>
The learner can: 1.1 take precautions to ensure that production is not interrupted during hand-over 1.2 maintain quality standards during task hand-over 1.3 provide information to those who need to know 1.4 exchange information in an appropriate place.

<b>Learning outcome</b>
The learner will: 2 Take over responsibility from another person
<b>Assessment criteria</b>
The learner can: 2.1 take precautions to ensure that production is not interrupted during hand-over 2.2 maintain quality standards during hand-over 2.3 obtain required information from the other person and clarification where necessary 2.4 exchange information in an appropriate place.



## Unit 005

# Clean in place (CIP) plant and equipment in food operations

<b>UAN:</b>	<b>K/601/8313</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the SO.1035 Clean in place (CIP) plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who clean in place (CIP) plant and equipment 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, cleaning in place (CIP) plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to clean in place
<b>Assessment criteria</b>
The learner can: 1.1 prepare plant, equipment and materials as scheduled and isolate where required 1.2 obtain and check personal protective equipment is fit for use 1.3 obtain and prepare cleaning materials 1.4 make sure that all actions taken are within the limits of own authority 1.5 maintain communication throughout the cleaning process.

<b>Learning outcome</b>
The learner will: 2 Carry out clean in place
<b>Assessment criteria</b>
The learner can: 2.1 carry out and monitor the cleaning process in line with specifications 2.2 carry out cleaning in a way that does not damage plant, materials, products and equipment 2.3 take the necessary precautions to make sure that product is not contaminated by cleaning materials 2.4 complete cleaning within the required time 2.5 use personal protective equipment during cleaning.

<b>Learning outcome</b>
The learner will: 3 Complete clean in place
<b>Assessment criteria</b>
The learner can: 3.1 carry out sampling where required 3.2 make sure that plant, equipment and work areas are fit for future use after cleaning 3.3 identify and report any signs of contamination, damage or environmental concerns 3.4 dispose of waste according to specified procedures 3.5 return cleaning materials and equipment to safe and secure storage 3.6 inform those who need to know that cleaning in place has been completed 3.7 put protective clothing and equipment in the specified place after use 3.8 complete all records and reports.

## Unit 006

# Contribute to continuous improvement for achieving excellence in food operations

<b>UAN:</b>	<b>H/601/2929</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the QI.205S Contribute to continuous improvement for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to continuous improvement in a food business.</p> <p>The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to continuous improvement 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 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>

<b>Learning outcome</b>
The learner will: 1 Identify improvements in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 identify and make positive suggestions about areas for improvement 1.2 gather accurate information about potential improvements 1.3 check that suggestions for improvement can be justified and are realistic.

<b>Learning outcome</b>
The learner will: 2 Share and communicate own ideas for improvement
<b>Assessment criteria</b>
The learner can: 2.1 share ideas for improvement with relevant people and react positively to feedback received 2.2 communicate finalised ideas in sufficient detail to enable further action to be agreed.

<b>Learning outcome</b>
The learner will: 3 Agree, test and evaluate plan for improvements
<b>Assessment criteria</b>
The learner can: 3.1 work with others to agree an effective action plan for putting improvement ideas into action 3.2 make a positive contribution to putting the plan into action 3.3 test and accurately check improvements to find out how effective they are before recommending further action 3.4 evaluate the effectiveness of improvements that have been introduced.

## Unit 007

## Contribute to environmental safety in food operations

<b>UAN:</b>	<b>A/601/2919</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the HS.2015 Contribute to environmental safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to environmental safety in food manufacture, 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to environmental safety in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Contribute to workplace environmental safety
<b>Assessment criteria</b>
The learner can: 1.1 maintain environmentally safe working practices 1.2 take precautions to minimise environmental damage 1.3 identify any incidental damage and take action to minimise it 1.4 report environmental incidents and actions taken in response of them to the relevant person 1.5 follow procedures to dispose of waste materials.

## Unit 008

## Contribute to problem diagnosis in food manufacture

<b>UAN:</b>	<b>Y/601/2944</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.1255 National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to problem diagnosis 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to problem diagnosis 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>

<b>Learning outcome</b>
The learner will: 1 Contribute to identifying problems
<b>Assessment criteria</b>
The learner can: 1.1 identify variations to normal operating conditions 1.2 contribute to the assessment of the impact of these problems 1.3 take the appropriate action to make sure you and your colleagues remain safe.

<b>Learning outcome</b>
The learner will: 2 Contribute to problem diagnosis
<b>Assessment criteria</b>
The learner can: 2.1 contribute to determining the nature, cause and the effect of the problems 2.2 contribute to investigating the problems in a safe and cost-effective manner, with minimum delay or wastage.

<b>Learning outcome</b>
The learner will: 3 Contribute to reporting problems
<b>Assessment criteria</b>
The learner can: 3.1 communicate problems to the appropriate person 3.2 complete and process all records of problems.



## Unit 009

## Contribute to problem resolution in food manufacture

<b>UAN:</b>	<b>H/601/2946</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the PO.1275 Contribute to problem resolution in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to problem resolution in a food business.</p> <p>The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to problem resolution in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Contribute to identifying the causes of problems
<b>Assessment criteria</b>
The learner can: 1.1 check and follow legal or regulatory requirements, hygiene, health and safety and environmental standards 1.2 check the available information and clarify or seek further information.

<b>Learning outcome</b>
The learner will: 2 Contribute to implementing solutions to problems
<b>Assessment criteria</b>
The learner can: 2.1 contribute to selecting solutions which are effective in relation to operational requirements 2.2 help to ensure that the corrective actions determined meet with organisational requirements 2.3 contribute to putting into action the 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 appropriate person.

<b>Learning outcome</b>
The learner will: 3 Contribute to reporting on action to be taken to resolve problems
<b>Assessment criteria</b>
The learner can: 3.1 contribute to the identification of needs for further work and report this to the relevant person in sufficient detail for action to be taken 3.2 make suggestions for avoiding the problem happening again and ways to improve operations to managers and colleagues 3.3 complete all records accurately and clearly, and process it promptly.

## Unit 010

# Contribute to the effectiveness of food retail operations

<b>UAN:</b>	<b>H/601/5247</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SO.4015 Contribute to the effectiveness of food retail operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to the effectiveness of food retail operations 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to the 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>

<b>Learning outcome</b>
The learner will: 1 Organise own activities within food and drink retail operations
<b>Assessment criteria</b>
The learner can: 1.1 obtain correct instructions and specifications for own retail work schedule 1.2 organise own work activity to make the best use of resources within operational requirements 1.3 report any resource deficiencies to the relevant person 1.4 check that own retail work schedule is realistic and achievable within the constraints of the workplace.

<b>Learning outcome</b>
The learner will: 2 Contribute to the improvement of food and drink retail operations
<b>Assessment criteria</b>
The learner can: 2.1 make a positive contribution to identifying opportunities to improve retail operations 2.2 gather information about possible improvements 2.3 suggest improvements which are required and realistic 2.4 share ideas for improvements with the relevant people and react positively to feedback 2.5 communicate own ideas in enough detail to allow further action to be agreed.

## Unit 011

# Contribute to the maintenance of plant and equipment in food operations

<b>UAN:</b>	<b>T/601/2921</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the EM.107S Contribute to the maintenance of plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who contribute to the maintenance of plant and equipment 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, contributing to the maintenance of plant and equipment in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for the maintenance of plant and equipment
<b>Assessment criteria</b>
The learner can: 1.1 access and interpret information and instructions 1.2 evaluate the impact of instructions on operations 1.3 ensure resources required are available and fit for use 1.4 prepare the work area in a manner which promotes effective and safe work practices 1.5 prioritise own work activities to achieve optimum productivity within the limits of own contribution 1.6 ensure that maintenance activities are correctly authorised 1.7 establish effective spoken and written communication with managers and colleagues 1.8 complete and process the necessary documentation.

<b>Learning outcome</b>
2 Carry out maintenance of plant and equipment
<b>Assessment criteria</b>
The learner can: 2.1 monitor and adhere to food safety, health and safety environmental procedures 2.2 ensure that maintenance activities are undertaken using correct tools, materials, equipment and techniques 2.3 identify defects and discrepancies in components and take the necessary corrective action 2.4 minimise the wastage of consumable items and other materials and dispose of non-reusable materials correctly 2.5 evaluate maintenance activities for effectiveness 2.6 make recommendations to relevant people about identified improvements 2.7 ensure that work which cannot be completed within the agreed schedule is recorded and reported to the relevant people 2.8 maintain effective spoken and written communication with your managers and colleagues 2.9 complete and process documentation 2.10 leave plant and equipment safe, tidy and fit for future use.

## Unit 012

## Control defrosting in food manufacture

<b>UAN:</b>	<b>J/602/1705</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.2305 Control defrosting in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control defrosting 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling defrosting 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for the defrosting process
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret defrosting specifications 1.2 prepare defrosting facilities to receive product 1.3 obtain frozen product according to the requirements of the defrosting specification 1.4 take action in response to operating problems 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Control the defrosting process
<b>Assessment criteria</b>
The learner can: 2.1 establish product in defrosting facility 2.2 establish, monitor and maintain defrosting process according to defrosting specification 2.3 handle and store product in a manner which maintains quality and condition 2.4 maintain the condition of the work area throughout the process 2.5 remove defrosted product from the defrosting facility and transfer to the next stage in the process 2.6 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Complete the defrosting process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 make equipment and work area ready for future use after the completion of the process 3.3 complete all records and reports.



## Unit 013

## Control depositing in food manufacture

<b>UAN:</b>	<b>J/601/4608</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the PO.215S Controlling depositing in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control depositing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling depositing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for depositing according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of mixtures against specifications 1.2 set up machinery with the correct nozzles and attachments 1.3 start up machinery check that it is working to specification 1.4 check the condition of mixtures and load into hoppers 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out depositing according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 control the supply of clean trays or tins for depositing 2.2 control depositing machinery to produce individual portions 2.3 control the storage or racking of trays of deposited products 2.4 control the transfer of deposited products to the next progressing stage 2.5 take action in response to operating problems within the limits of own authority.

<b>Learning outcome</b>
The learner will: 3 Finish depositing according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down accurately 3.2 shut down the machinery 3.3 remove and dispose of unwanted mixtures 3.4 deal with waste mixtures for recycling 3.5 check and ensure that depositing machinery is ready for further use 3.6 communicate with others 3.7 complete all records and reports.

## Unit 014

## Control enrobing in food manufacture

<b>UAN:</b>	<b>F/601/4610</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the PO.216S Control enrobing in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control enrobing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling enrobing in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for enrobing according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of products for enrobing 1.2 set up enrobing machinery 1.3 start up enrobers and check that they are working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out enrobing according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 control the infeed of products for enrobing 2.2 control the progress of products during enrobing 2.3 control the output of enrobed products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the limits of own authority 2.6 control the transfer of enrobed products to the next processing stage.

<b>Learning outcome</b>
The learner will: 3 Finish enrobing according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 shut down enrobers 3.2 remove and dispose of coatings and product remains 3.3 check that enrobers are ready for further use 3.4 communicate with others 3.5 complete all records and reports.

## Unit 015

## Control fish gutting operations

<b>UAN:</b>	<b>L/602/1690</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.1355 Control fish gutting operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control fish gutting operations, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling fish gutting 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for fish gutting
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the specified time 1.2 set up equipment according to specification 1.3 make sure that fish of required specifications is available and fit for use 1.4 make sure that services meet requirements 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Start fish gutting operations
<b>Assessment criteria</b>
The learner can: 2.1 start up the equipment according to specified procedures 2.2 check that equipment is running to specification 2.3 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Carry out fish-gutting
<b>Assessment criteria</b>
The learner can: 3.1 make sure that the plant is supplied with fish and services 3.2 achieve output to the required specification 3.3 make sure the product is transferred to the next stage in the manufacturing operation 3.4 take action in response to operating problems within the limits of own responsibility.

<b>Learning outcome</b>
The learner will: 4 Finish fish-gutting operations
<b>Assessment criteria</b>
The learner can: 4.1 check the specifications to time shut-down 4.2 follow procedures to shut down equipment 4.3 deal with items that can be recycled or re-worked according to specified procedures 4.4 dispose of waste according to specified procedures 4.5 make equipment ready for future use after completion of the process 4.6 complete all gutting records.

## Unit 016

## Control fish skinning operations

<b>UAN:</b>	<b>R/602/1691</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.1365 Control fish skinning operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control fish skinning operations, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling fish skinning 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for fish skinning
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the specified time 1.2 set up equipment according to specification 1.3 make sure that fish is available and fit for use 1.4 make sure that services meet requirements.

<b>Learning outcome</b>
The learner will: 2 Start fish skinning operations
<b>Assessment criteria</b>
The learner can: 2.1 start up the equipment according to specified procedures 2.2 check that equipment is running to specification 2.3 take action in response to operating problems 2.4 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 3 Carry out fish skinning
<b>Assessment criteria</b>
The learner can: 3.1 use equipment according to specified procedures 3.2 make sure that equipment is supplied with materials and services 3.3 achieve the required yield and output according to specification 3.4 make sure the product is transferred to the next stage in the manufacturing operation 3.5 take action in response to operating problems within the limits of own responsibility.

<b>Learning outcome</b>
The learner will: 4 Finish fish skinning operations
<b>Assessment criteria</b>
The learner can: 4.1 check the specifications to time shut-down 4.2 follow procedures to shut down equipment 4.3 deal with items that can be recycled or re-worked 4.4 dispose of waste according to specified procedures 4.5 make equipment ready for future use after completion of the process 4.6 complete all skinning records.



## Unit 017

## Control fish/shellfish defrosting

<b>UAN:</b>	<b>A/602/0535</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	3
<b>Relationship to NOS:</b>	This unit is linked to the FP.1095 Control fish or shellfish defrosting National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control fish or shellfish defrosting, according to their job role, in a processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling fish or shellfish defrosting, according to their job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to defrost fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 obtain and confirm the defrosting specification 1.2 prepare defrosting facilities and work area to ensure conditions are suitable for receiving fish/shellfish 1.3 take action in response to operating problems 1.4 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Start the defrosting process
<b>Assessment criteria</b>
The learner can: 2.1 obtain frozen fish/shellfish according to requirements of the defrosting specification 2.2 place frozen fish/shellfish in defrosting facility 2.3 establish the defrosting process according to defrosting specification 2.4 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Defrost fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 monitor and maintain defrosting process according to defrosting specification 3.2 handle and store fish/shellfish in a manner which maintains quality and condition 3.3 maintain condition of work area throughout process 3.4 remove defrosted fish/shellfish from defrosting facility 3.5 label defrosted fish/shellfish 3.6 transfer defrosted fish/shellfish to the next stage in the process.

<b>Learning outcome</b>
The learner will: 4 Finish the defrosting process
<b>Assessment criteria</b>
The learner can: 4.1 dispose of waste material according to organisational procedures 4.2 make defrosting facilities and work area ready for future use on completion of the process 4.3 complete all defrosting records.

## Unit 018

## Control forming in food manufacture

<b>UAN:</b>	<b>F/602/1704</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.2145 Control forming in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control forming 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling forming 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for forming according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for forming is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out forming according to specification
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication.

<b>Learning outcome</b>
The learner will: 3 Finish forming according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.

## Unit 019

## Control heat treatment in food manufacture

<b>UAN:</b>	<b>A/601/4606</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.2085 Control heat treatment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control heat treatment 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling heat treatment in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Be able to prepare for heat treatment according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications 1.2 set up equipment 1.3 make sure that material for heat treatment is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out heat treatment according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain communication.

<b>Learning outcome</b>
The learner will: 3 Finish heat treatment according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.

## Unit 020

## Control hygiene cleaning in food operations

<b>UAN:</b>	<b>J/601/8299</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to the SO.1135 Control hygiene cleaning in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control hygiene cleaning 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling hygiene cleaning in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for cleaning according to company procedures and specifications
<b>Assessment criteria</b>
The learner can: 1.1 establish cleaning requirements 1.2 select cleaning equipment 1.3 make sure the working area is in a safe state by: a. checking and preparing all equipment and machinery before starting cleaning b. isolating equipment and machinery where required 1.4 protect or clear the area of raw materials or product 1.5 take actions within the limits of own authority throughout the preparation process 1.6 maintain communication throughout the preparation process.

<b>Learning outcome</b>
The learner will: 2 Carry out cleaning according to company procedures and specifications
<b>Assessment criteria</b>
The learner can: 2.1 check personal protective equipment (PPE), cleaning solutions, materials and equipment comply with specification 2.2 ensure that the cleaning is carried out without causing damage to plant and equipment 2.3 comply with precautions to prevent the spread of contamination to other areas 2.4 ensure that the cleaning is completed within the specified time 2.5 report and take action to deal with any problems which arise during the cleaning.

<b>Learning outcome</b>
The learner will: 3 Complete cleaning according to company procedures and specifications
<b>Assessment criteria</b>
The learner can: 3.1 make sure the area is cleaned to agreed specifications 3.2 re-instate plant, equipment and work areas and leave them fit for future use 3.3 ensure cleaning materials and equipment and personal protective equipment (PPE), are returned to the right storage place in the specified condition 3.4 identify, report and take action to deal with signs of contamination, damage or environmental issues 3.5 dispose of waste or debris 3.6 complete the required records and reports.



## Unit 021

## Control mixing in food manufacture

<b>UAN:</b>	<b>A/602/1703</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.2075 Control mixing in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control mixing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling mixing 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for mixing according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the right time 1.2 set up equipment 1.3 check that material for mixing is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the mixing process.

<b>Learning outcome</b>
The learner will: 2 Carry out mixing according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication.

<b>Learning outcome</b>
The learner will: 3 Finish mixing according to specification
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.

## Unit 022

## Control separation in food manufacture

<b>UAN:</b>	<b>F/601/5174</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.2095 Control separation in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control separation, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling separation 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for separation according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for separation is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out separation according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication.

<b>Learning outcome</b>
The learner will: 3 Finish separation according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down accurately 3.2 shut down equipment according to specified procedures 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.

## Unit 023

## Control shellfish depuration processing

<b>UAN:</b>	<b>F/602/1699</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the FP.1425 Control shellfish depuration production National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control shellfish depuration processing, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling shellfish depuration processing. 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>

<b>Learning outcome</b>
The learner will: 1 Control shellfish depuration processing
<b>Assessment criteria</b>
The learner can: 1.1 follow organisation procedures to comply with legal and regulatory requirements in shellfish depuration 1.2 organise resources to complete shellfish depuration 1.3 monitor and maintain depuration conditions in accordance with environmental and food safety requirements 1.4 collect management information on depuration performance and critical control points 1.5 protect the health of purified shellfish during storage 1.6 organise the despatch of purified shellfish.

<b>Learning outcome</b>
The learner will: 2 Deal with depuration problems and maintain records
<b>Assessment criteria</b>
The learner can: 2.1 investigate variations from planned purification processes 2.2 take action to correct variations from planned depuration processes without disruption 2.3 maintain records of the depuration process.

## Unit 024

## Control shellfish meat extraction operations

<b>UAN:</b>	<b>J/602/1686</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the FP.1315 Control shellfish meat extraction operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control shellfish meat extraction operations, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling shellfish meat extraction 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for shellfish meat extraction
<b>Assessment criteria</b>
The learner can: 1.1 check process specifications 1.2 set up equipment according to specification, making sure that services meet requirements 1.3 make sure that shellfish meat of required specification are available and fit for use 1.4 start up plant according to specified procedures and check that it is running to specification 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out shellfish meat extraction
<b>Assessment criteria</b>
The learner can: 2.1 supply machine with shellfish meat at specified rate and rotation to achieve required output 2.2 remove any unwanted shell and debris 2.3 grade extracted shellfish meat according to specification 2.4 handle shellfish meats in a manner which maintains quality and condition 2.5 make sure the product is transferred to the next stage in the manufacturing operation 2.6 take action in response to operating problems within the limits of own responsibility.

<b>Learning outcome</b>
The learner will: 3 Finish shellfish meat extraction operations
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down 3.2 follow procedures to shut down equipment 3.3 deal with items that can be recycled or re-worked 3.4 dispose of waste material according to organisational procedures 3.5 make equipment ready for future use after completion of the process 3.6 complete all shellfish meat extraction records.



## Unit 025

## Control size reduction in food manufacture

<b>UAN:</b>	<b>M/602/1701</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.205S Control size reduction in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control size reduction in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace when controlling size reduction 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for size reduction
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the specified time 1.2 make sure that material for size reduction is available and fit for use 1.3 make sure that services meet requirements 1.4 start up the plant and equipment according to specified procedures so that it runs to specification 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out size reduction
<b>Assessment criteria</b>
The learner can: 2.1 use equipment according to specified procedures 2.2 make sure that equipment is supplied with materials and services as required 2.3 achieve output to the required specification 2.4 make sure the product is transferred to the next stage in the manufacturing operation according to specified procedures 2.5 take action in response to operating problems within the limits of own responsibility.

<b>Learning outcome</b>
The learner will: 3 Finish size reduction
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down 3.2 follow procedures to shut down equipment 3.3 deal with items that can be recycled or re-worked according to specified procedures 3.4 dispose of waste according to specified procedures 3.5 make equipment ready for future use after completion of the process 3.6 complete all records.

## Unit 026

## Control temperature reduction in food manufacture

<b>UAN:</b>	<b>Y/601/4631</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the PO.2105 Control temperature reduction in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control temperature reduction, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling temperature reduction in food manufacture. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Prepare for temperature reduction according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications 1.2 set up equipment 1.3 make sure that material for temperature reduction is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take appropriate action in response to operating problems 1.7 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out temperature reduction according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication.

<b>Learning outcome</b>
The learner will: 3 Finish temperature reduction according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.

<b>UAN:</b>	<b>T/602/0548</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.1195 Control the dry curing of fish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control the dry curing of fish, in a fish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling the dry curing of fish. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to dry-cure fish
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret curing specifications 1.2 prepare the curing facilities and associated work areas to ensure conditions are suitable for receiving fish 1.3 obtain and prepare cure of required quality according to specification 1.4 obtain fish of specified quality 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Dry-cure fish according to specification
<b>Assessment criteria</b>
The learner can: 2.1 lay out and apply cure to fish 2.2 leave fish in cure for specified time period 2.3 remove fish from cure 2.4 handle fish in a manner which maintains quality and condition 2.5 make sure cured fish are transferred to the next production stage 2.6 maintain the condition of the work area throughout process.

<b>Learning outcome</b>
The learner will: 3 Finish the curing process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 make curing facilities and work areas ready for future use after the completion of the process 3.3 complete all dry curing records.

## Unit 028

## Control the fish/shellfish brining process

<b>UAN:</b>	<b>H/602/0545</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.1175 Control the fish or shellfish brining process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control the fish or shellfish brining process, according to their job role, in a fish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling the fish or shellfish brining process, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to brine fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret brining specification 1.2 prepare the brine facilities and associated work areas to ensure conditions are suitable for receiving fish/shellfish 1.3 obtain the salt, water and fish/shellfish of the required quality according to specification 1.4 measure and mix required quantities of salt and water according to specification 1.5 take action in response to operating problems 1.6 maintain communications throughout the process.

<b>Learning outcome</b>
2 Brine fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 load fish/shellfish into brine according to operating instructions 2.2 leave fish/shellfish in brine for specified time period 2.3 monitor and maintain brine quality throughout brining period 2.4 remove fish/shellfish from brine and allow to dry according to specification 2.5 handle fish/shellfish in a manner which maintains quality and condition 2.6 maintain condition of work area throughout the process.

<b>Learning outcome</b>
The learner will: 3 Finish the brining process
<b>Assessment criteria</b>
The learner can: 3.1 make sure brined fish/shellfish are transferred to the next production stage 3.2 dispose of waste material according to organisational procedures 3.3 on completion of the process make brining facilities and work area ready for future use 3.4 complete all brining records.



## Unit 029

## Control the fish/shellfish marinating process

<b>UAN:</b>	<b>F/602/0570</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.1235 Control the fish or shellfish marinating process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control the fish or shellfish marinating process, according to their job role, in a fish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling the fish or shellfish marinating process, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to marinate fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret marinating specification 1.2 prepare the marinating facilities and associated work areas to ensure conditions are suitable for receiving fish/shellfish 1.3 obtain fish/shellfish and raw materials of required quality, according to specification 1.4 mix raw materials to form marinade according to specification 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Marinate fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 marinate fish/shellfish according to the specification 2.2 leave fish/shellfish in marinade for specified period 2.3 handle fish/shellfish in a manner which maintains quality and condition 2.4 make sure marinated fish/shellfish are transferred to the next production stage 2.5 take action in response to operating problems 2.6 maintain condition of work area throughout process.

<b>Learning outcome</b>
The learner will: 3 Finish the marinating process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 after completion of the process make marinating facilities and work area ready for future use 3.3 complete all marinating records.

## Unit 030

## Control the fish/shellfish smoking process

<b>UAN:</b>	<b>J/602/0568</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.1215 Control the fish or shellfish smoking process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control the fish or shellfish smoking process, according to their job role, in a fish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling the fish or shellfish smoking process, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to smoke fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret smoking specification 1.2 prepare the smoking kiln and associated work area to ensure conditions are suitable for receiving fish/shellfish 1.3 obtain sawdust and wood chippings 1.4 prepare method of smoke generation 1.5 obtain brined/salted fish/shellfish of specified quality 1.6 take action in response to operating problems 1.7 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Smoke fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 load kiln according to operating instructions 2.2 establish the required smoke and temperature conditions within the kiln to achieve the required smoking specification 2.3 monitor and maintain smoking process for smoking period, according to operating instructions 2.4 remove fish/shellfish from kiln following conclusion of smoking process and transfer to the next production stage 2.5 handle fish/shellfish in a manner which maintains quality and condition 2.6 maintain condition of work area throughout the process.

<b>Learning outcome</b>
The learner will: 3 Finish the smoking process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 after the completion of the process make the smoking equipment, kiln and work area ready for future use 3.3 complete all smoking records.

## Unit 031

# Control washing and drying machinery in food operations

<b>UAN:</b>	<b>M/601/4666</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the SO.1075 Control washing and drying machinery in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control washing and drying machinery 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling washing and drying machinery in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare machinery for washing and drying according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of items for washing and drying against specifications 1.2 set up washing and drying machinery 1.3 start up washing and drying machinery and check that it is working 1.4 deal with problems to maintain schedules 1.5 maintain communication with others throughout the washing and drying process.

<b>Learning outcome</b>
The learner will: 2 Operate washing and drying machinery according to specifications and procedures
<b>Assessment criteria</b>
The learner can: 2.1 control the infeed of items for washing 2.2 control the progress of items during washing and drying 2.3 control the output of washed and dried products 2.4 deal with substandard or damaged items 2.5 control transfer of washed and dried items for further use 2.6 use personal protective equipment during washing and drying.

<b>Learning outcome</b>
The learner will: 3 Shut down washing and drying machinery
<b>Assessment criteria</b>
The learner can: 3.1 shut down the washers and dryers 3.2 remove and dispose of debris to specified procedures 3.3 check and ensure that washers and dryers are ready for further use 3.4 complete all records and reports.

## Unit 032

## Control weighing in food manufacture

<b>UAN:</b>	<b>T/602/1702</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.206S Control weighing in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control weighing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling weighing 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>

**Learning outcome**

The learner will:

- 1 Prepare to weigh food products following company procedures

**Assessment criteria**

The learner can:

- 1.1 assemble equipment and materials for weighing
- 1.2 make sure there is a free flow of product for weighing and deal with any problems if not
- 1.3 set up weighing equipment
- 1.4 check that space is available to receive weighed products and deal with any problems if not.

**Learning outcome**

The learner will:

- 2 Carry out weighing operations following company procedures

**Assessment criteria**

The learner can:

- 2.1 monitor the flow of product for weighing and deal with any problems
- 2.2 carry out the weighing operation
- 2.3 deal with any variations to company specifications during weighing
- 2.4 monitor the output of product to the correct place and deal with any build-up
- 2.5 identify and dispose of waste and product not meeting customer specifications to the correct place.



## Unit 033

## Control wrapping in food manufacture

<b>UAN:</b>	<b>D/601/4632</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the PO.2175 Control wrapping and labelling in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control wrapping 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, controlling wrapping in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare for wrapping according to specifications
<b>Assessment criteria</b>
The learner can: 1.1 check the availability of products for wrapping 1.2 set up machinery 1.3 start up machinery and check that it is working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out wrapping according to specifications
<b>Assessment criteria</b>
The learner can: 2.1 control the infeed of products for flow wrapping 2.2 control the progress of products during wrapping 2.3 control the output of wrapped products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the remit of own authority 2.6 control transfer of wrapped products to the next processing stage.

<b>Learning outcome</b>
The learner will: 3 Finish wrapping according to specified procedures
<b>Assessment criteria</b>
The learner can: 3.1 shut down the machinery 3.2 remove and dispose of waste and by-products 3.3 check and ensure that machinery is ready for further use 3.4 communicate with others 3.5 complete all records and reports.

## Unit 034

## Deal effectively with waste in food operations

<b>UAN:</b>	<b>L/602/0636</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the SO.3015 Deal effectively with waste in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who deal effectively with waste 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, deal effectively with waste 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>

<b>Learning outcome</b>
The learner will: 1 Separate waste according to company procedures
<b>Assessment criteria</b>
The learner can: 1.1 separate waste 1.2 handle waste safely and hygienically 1.3 put waste in the correct place 1.4 keep waste in the correct place and separated from ingredients and products 1.5 use correct tools and equipment for the handling of waste.

<b>Learning outcome</b>
The learner will: 2 Store waste according to company procedures
<b>Assessment criteria</b>
The learner can: 2.1 remove waste from production areas 2.2 store waste following company procedures 2.3 check production areas for waste that should be removed 2.4 contain waste and avoid spillage when moving waste in production areas 2.5 identify and deal with problems associated with the collection and storage of waste.

## Unit 035

## Display fish/shellfish in a sales environment

<b>UAN:</b>	<b>Y/602/1711</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.1465 Display fish or shellfish for retail sale National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who display fish or shellfish for sale, according to their job role, in a wholesale or sales 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, displaying fish or shellfish for sale, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to display fish/shellfish products
<b>Assessment criteria</b>
The learner can: 1.1 select and wear the required personal protective clothing and equipment 1.2 check that the display area, equipment and accessories are clean and take action on finding any problems 1.3 ensure sufficient clean ice is available for preparing and maintaining the display 1.4 select products and estimate quantities required to meet display needs 1.5 assemble and check products and materials and prepare them for use 1.6 prepare for the display to organisational requirements.

<b>Learning outcome</b>
The learner will: 2 Label displays of fish/shellfish products
<b>Assessment criteria</b>
The learner can: 2.1 confirm requirements for labelling of products 2.2 confirm label information is correct to organisational requirements 2.3 position labels for products 2.4 ensure that labels are legible, visible to customers and securely positioned.

<b>Learning outcome</b>
The learner will: 3 Arrange and maintain fish/shellfish products for display
<b>Assessment criteria</b>
The learner can: 3.1 check that the display area meets the requirements for food safety and quality 3.2 transfer products to the display area 3.3 arrange for the replacement of product or materials to maintain display 3.4 arrange for the repositioning or reorganisation of product where replacement product is unavailable 3.5 monitor displays according to company requirements and complete records 3.6 carry out cleaning or action to deal with display problems.

<b>Learning outcome</b>
The learner will: 4 Empty and clean the fish/shellfish product display
<b>Assessment criteria</b>
The learner can: 4.1 withdraw products from display according to work instructions 4.2 remove and dispose of ice 4.3 identify and select cleaning materials 4.4 clean the display surfaces, equipment and accessories 4.5 store cleaning materials 4.6 take action to address display or cleaning related problems.

## Unit 036

## Extract shellfish meat by hand

<b>UAN:</b>	<b>K/602/0580</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.1295 Extract shellfish meat by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who extract shellfish meat by hand, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, extracting shellfish meat by hand. 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>



<b>Learning outcome</b>
The learner will: 1 Prepare to extract shellfish meat by hand
<b>Assessment criteria</b>
The learner can: 1.1 confirm meat extraction specification 1.2 obtain the tools, equipment and shellfish in preparation for the extraction 1.3 prepare work-station to ensure conditions are suitable for extraction 1.4 confirm condition of tools and equipment are suitable for achieving required production specification 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Extract shellfish meat by hand
<b>Assessment criteria</b>
The learner can: 2.1 extract meat from shell 2.2 remove and discard inedible shellfish organs and material 2.3 check extracted meat for unwanted shell content 2.4 check yields and quality requirements against specification 2.5 maintain specified rate of production 2.6 handle and store shellfish meat in a manner which maintains quality and condition.

<b>Learning outcome</b>
The learner will: 3 Maintain equipment during shellfish meat extraction
<b>Assessment criteria</b>
The learner can: 3.1 maintain condition of work area throughout the process 3.2 maintain hygienic condition of tools and equipment 3.3 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 4 Finish shellfish meat extraction
<b>Assessment criteria</b>
The learner can: 4.1 make sure the product is transferred to the next stage in the manufacturing operation according to specified procedures 4.2 deal with materials that can be recycled or re-worked 4.3 dispose of waste material according to organisational procedures 4.4 make equipment and work-station ready for future use after completion of the process 4.5 complete all meat extraction records.

## Unit 037

## Fill or extrude meat and meat-based mixtures

<b>UAN:</b>	<b>R/601/4675</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the MP.217S Fill or extrude meat and meat based mixtures National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who fill or extrude meat and meat-based mixtures in a meat processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, filling or extruding meat and meat based mixtures. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to fill or extrude
<b>Assessment criteria</b>
The learner can: 1.1 make sure product is available for filling or extrusion to meet customer specifications 1.2 check that products meet customer or company specifications 1.3 check the filling or extrusion equipment or machinery according to process requirements 1.4 make sure that equipment and machinery are clean and free from contaminants 1.5 check there are facilities available to receive filled or extruded products 1.6 follow company procedures to deal with any problems.

<b>Learning outcome</b>
The learner will: 2 Carry out filling or extrusion
<b>Assessment criteria</b>
The learner can: 2.1 load equipment or machinery with meat product to be filled or extruded so that pace of production is maintained 2.2 start up machinery or equipment to meet the production schedule 2.3 operate the machinery or equipment to meet the production schedule 2.4 operate the machine to fill or extrude product for an even flow of production a. at an appropriate pace b. at an appropriate pressure 2.5 operate the machine to fill or extrude product in a way that minimises waste 2.6 control the production of extruded product in order to meet customer or company specifications 2.7 check that the product meets customer or company specifications 2.8 follow company procedures to deal with any problems when product fails to meet customer or company specifications.

## Unit 038

## Fillet fish by hand

<b>UAN:</b>	<b>T/602/0520</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.1015 Fillet fish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who fillet fish by hand in a fish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, filleting fish by hand. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to fillet fish by hand
<b>Assessment criteria</b>
The learner can: 1.1 confirm the filleting specification 1.2 assemble the tools and equipment needed for filleting 1.3 prepare the work station for hand filleting 1.4 sharpen the filleting knife so that filleting specifications can be met 1.5 obtain fish to meet the filleting specification 1.6 take action to deal with operational problems that affect filleting 1.7 maintain communication with relevant people 1.8 follow company procedures to meet legal and regulatory requirements when preparing to fillet fish by hand.

<b>Learning outcome</b>
The learner will: 2 Fillet fish by hand
<b>Assessment criteria</b>
The learner can: 2.1 fillet fish to achieve required yield and quality standards 2.2 trim fillets to achieve specified appearance 2.3 handle and store fish and fish products to maintain condition and quality 2.4 fillet fish at a pace which achieves production targets 2.5 follow company procedures to dispose of waste 2.6 check the product is transferred correctly to the next stage of processing 2.7 take action to deal with problems when filleting.

<b>Learning outcome</b>
The learner will: 3 Maintain tools and the workstation when filleting fish by hand
<b>Assessment criteria</b>
The learner can: 3.1 maintain the condition of the workstation throughout the filleting process 3.2 sharpen knives to maintain their effectiveness 3.3 store knives safely when not in use.

<b>Learning outcome</b>
The learner will: 4 Finish hand filleting
<b>Assessment criteria</b>
The learner can: 4.1 follow company procedures to deal with materials that can be recycled or reworked 4.2 follow company procedures to dispose of waste material 4.3 make the workstation and equipment ready for use after work is complete 4.4 store knives safely after use 4.5 maintain records of filleting activity.

<b>UAN:</b>	<b>D/602/0527</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the FP.105S Grade fish or shellfish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who grade fish or shellfish, according to their job role, in a fish processing business.</p> <p>The unit is designed for use primarily by processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, grading fish or shellfish by hand, according to their job role. 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>



<b>Learning outcome</b>
The learner will: 1 Prepare to grade fish/shellfish by hand
<b>Assessment criteria</b>
The learner can: 1.1 confirm grading specification 1.2 prepare work area to ensure conditions are suitable for receiving fish/shellfish 1.3 take action in response to operating problems 1.4 maintain communications throughout the process.

<b>Learning outcome</b>
The learner will: 2 Grade fish/shellfish by hand
<b>Assessment criteria</b>
The learner can: 2.1 grade fish/shellfish, to achieve: a. the required rate b. the specified size c. the specified quality requirements 2.2 handle and store fish/shellfish in a manner which maintains quality and condition 2.3 maintain condition of work area throughout grading process 2.4 label fish/shellfish according to organisational requirements 2.5 transfer graded fish/shellfish to the next stage in the process 2.6 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Finish grading process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste according to organisational procedures 3.2 make equipment and work-station ready for future use after completion of the process 3.3 complete all grading records.

## Unit 040

## Grade fish/shellfish by machine

<b>UAN:</b>	<b>Y/602/0543</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the FP.1155 Grade fish or shellfish by machine National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	This unit supports workforce development for those who grade fish or shellfish by machine, according to their job role, in a processing business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, grading fish or shellfish by machine, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare for fish/shellfish grading
<b>Assessment criteria</b>
The learner can: 1.1 check product specifications at the specified time 1.2 set up grading equipment according to specification 1.3 make sure that fish/shellfish is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the equipment using the specified procedure and check that it is running to specification 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Carry out fish/shellfish grading
<b>Assessment criteria</b>
The learner can: 2.1 use equipment and make sure that it is supplied with materials and services as required 2.2 achieve the required grading output according to specification 2.3 make sure the product is transferred to the next stage in the processing operation 2.4 take action within the limits of own responsibility in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Finish fish/shellfish grading operations
<b>Assessment criteria</b>
The learner can: 3.1 check the specifications to time shut-down 3.2 follow procedures to shut down equipment 3.3 deal with items that can be recycled or re-worked 3.4 dispose of waste using the specified procedures 3.5 make equipment ready for future use after completion of the process 3.6 complete all machine grading records.

## Unit 041

## Gut and clean fish by hand

<b>UAN:</b>	<b>Y/602/0574</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the FP.125S Gut and clean fish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who gut and clean fish by hand, in a fish processing business, or retail environment</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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, gutting and cleaning fish by hand. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to gut and wash fish
<b>Assessment criteria</b>
The learner can: 1.1 confirm process specification 1.2 prepare work-station to ensure conditions are suitable for gutting 1.3 obtain tools, equipment and fish ready for gutting process 1.4 sharpen knives into a condition suitable for achieving the required production specification 1.5 confirm availability of clean, potable water 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Gut and wash fish by hand
<b>Assessment criteria</b>
The learner can: 2.1 split fish and remove contents of gut cavity 2.2 wash and clean gut cavity 2.3 achieve required rate of production 2.4 handle and store fish in a manner which maintains quality and condition 2.5 make sure the product is transferred to the next stage in the manufacturing operation according to specified procedures 2.6 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Maintain tools and work station during gutting and cleaning
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material to maintain the condition of the work-station 3.2 sharpen knives as required to maintain their effectiveness as cutting tools.

<b>Learning outcome</b>
The learner will: 4 Finish hand gutting and washing
<b>Assessment criteria</b>
The learner can: 4.1 deal with materials that can be recycled or re-worked 4.2 dispose of waste material according to organisational procedures 4.3 make equipment and work-station ready for future use after completion of the process 4.4 complete all gutting and cleaning records.

## Unit 042

## Harvest fish for food supply

<b>UAN:</b>	<b>H/602/1694</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the FP.1385 Harvest fish for human consumption National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who harvest fish for food supply, in a fish harvesting or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, harvesting fish for food supply. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to harvest fish for food supply
<b>Assessment criteria</b>
The learner can: 1.1 ensure that fish have been conditioned for dispatch 1.2 prepare and clean harvesting equipment and facilities 1.3 prepare harvesting equipment to dispatch fish 1.4 collect samples of live fish minimising disturbance to other fish in the holding unit 1.5 measure the size and condition of sample fish to ensure specifications are met 1.6 gather fish in a way that minimises stress and avoids fish escapes 1.7 follow company health and safety procedures when harvesting fish.

<b>Learning outcome</b>
The learner will: 2 Harvest fish for food supply
<b>Assessment criteria</b>
The learner can: 2.1 handle fish in a way that minimises stress 2.2 dispatch fish humanely 2.3 handle and store fish in a way that maintains fresh quality 2.4 follow company procedures for personal hygiene throughout the fish harvesting process 2.5 identify and report variations from fish harvest specifications 2.6 deal with disruptions or problems in the fish harvesting process within own authority.

<b>Learning outcome</b>
The learner will: 3 Finish harvesting of fish
<b>Assessment criteria</b>
The learner can: 3.1 clean and store harvesting equipment after use 3.2 follow company procedures to dispose of waste 3.3 maintain records of fish harvesting.

## Unit 043

## Intake fish/shellfish

<b>UAN:</b>	<b>D/602/0530</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the FP.1075 Intake fish or shellfish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who intake fish or shellfish, according to their role, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, who intake fish or shellfish, according to their role. 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>



<b>Learning outcome</b>
The learner will: 1 Prepare to intake fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 confirm intake specifications 1.2 prepare work area to ensure conditions are suitable for receiving fish/shellfish 1.3 take action in response to operating problems 1.4 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Start intake of fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 assess against intake specification, the condition of: a. transportation vehicle b. packaging 2.2 sample and inspect fish/shellfish according to intake specification.

<b>Learning outcome</b>
The learner will: 3 Intake fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 handle and store fish/shellfish during intake in a manner which maintains quality and condition 3.2 maintain condition of work area throughout intake process 3.3 label fish/shellfish according to organisational requirements 3.4 transfer fish/shellfish to the next stage in the process 3.5 take action in response to any operating problems or non-conforming products.

<b>Learning outcome</b>
The learner will: 4 Finish intake process
<b>Assessment criteria</b>
The learner can: 4.1 dispose of waste according to organisational procedures 4.2 make equipment and work area ready for next intake 4.3 complete all intake records.

## Unit 044

## Lift and handle materials safely in food operations

<b>UAN:</b>	<b>T/601/8301</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the HS.1045 Lift and handle materials safely in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who lift and handle materials safely 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, lifting and handling materials safely in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Follow lifting and handling instructions
<b>Assessment criteria</b>
The learner can: 1.1 wear personal protective equipment 1.2 follow organisations standards and instruction on health and safety, food safety and environmental safety 1.3 assess risks to yourself, others and products before lifting and handling 1.4 use the specified lifting and handling techniques 1.5 seek assistance when required.

<b>Learning outcome</b>
The learner will: 2 Operate handling equipment
<b>Assessment criteria</b>
The learner can: 2.1 ensure that handling equipment is fit for use 2.2 return handling equipment to the specified place after use.

<b>Learning outcome</b>
The learner will: 3 Transport materials safely
<b>Assessment criteria</b>
The learner can: 3.1 ensure that materials are of the specified quantity and quality 3.2 use the specified transport routes for moving materials 3.3 avoid injury to yourself and others 3.4 complete all records.

## Unit 045

## Maintain product quality in food operations

<b>UAN:</b>	<b>T/601/2899</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	This unit is linked to the QI.101S Maintain product quality in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who maintain product quality 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining product quality in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Conduct quality checks
<b>Assessment criteria</b>
The learner can: 1.1 carry out quality checks within limit of own authority 1.2 compare the results of quality checks to required standards 1.3 record the results of quality checks.

<b>Learning outcome</b>
The learner will: 2 Communicate results of quality checks
<b>Assessment criteria</b>
The learner can: 2.1 record quality checks on correct documentation 2.2 communicate results of quality checks 2.3 check that all required records are accurate and complete.

## Unit 046

## Maintain workplace food safety standards in operations

<b>UAN:</b>	<b>K/601/2902</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the FS.103S Maintain workplace food safety standards in manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who maintain workplace food safety standards in a food or animal feed 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining workplace food safety standards in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Keep the workspace clean
<b>Assessment criteria</b>
The learner can: 1.1 keep work area clean and tidy 1.2 maintain tools, utensils and equipment in a hygienic condition 1.3 store tools, utensils and equipment correctly 1.4 keep ingredients and products in their assigned places.

<b>Learning outcome</b>
The learner will: 2 Maintain food safety
<b>Assessment criteria</b>
The learner can: 2.1 prevent product contamination and cross contamination 2.2 follow procedures for dealing with product contamination and cross contamination 2.3 follow procedures for substances that may cause allergic reactions 2.4 dispose of food waste and scrap according to procedures.

## Unit 047

## Maintain workplace health and safety in food operations

<b>UAN:</b>	<b>M/601/2917</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the HS.1015 Maintain workplace and health and safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate safely 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace when operating safely in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



<b>Learning outcome</b>
The learner will: 1 Work within organisational safety limits
<b>Assessment criteria</b>
The learner can: 1.1 follow operational requirements according to standard operating procedures (SOP) 1.2 maintain responsible behaviour at work in line with company policies 1.3 work without causing risks or danger to self and others 1.4 carry out instructions according to safety notices, hazard and warning signs 1.5 report hazards, defects and faults to the relevant people 1.6 keep the workplace and work surfaces clean and clear of hazards 1.7 follow organisational procedures for reporting sickness, disease and health risks.

<b>Learning outcome</b>
The learner will: 2 Follow organisational emergency procedures
<b>Assessment criteria</b>
The learner can: 2.1 locate emergency escape routes and procedures 2.2 keep emergency escape routes clear of obstructions 2.3 use safety systems and alarms correctly 2.4 follow the specified procedures in an emergency.

<b>Learning outcome</b>
The learner will: 3 Use personal protective equipment
<b>Assessment criteria</b>
The learner can: 3.1 identify and locate suitable personal protective equipment necessary for work activities 3.2 use and wear personal protective equipment in accordance with organisational procedures 3.3 dispose of personal protective equipment after use.

## Unit 048

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

<b>UAN:</b>	<b>H/602/1713</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the HS.203S Maintain, promote and improve environmental good practice in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who maintain, promote and improve environmental good practice 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, maintaining, promoting and improving environmental good practice 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>

<b>Learning outcome</b>
The learner will: 1 Maintain environmental good practice
<b>Assessment criteria</b>
The learner can: 1.1 comply with environmental good practice 1.2 monitor the working practice of others to evaluate their impact on the environment 1.3 follow correct procedures when dealing with environmental damage.

<b>Learning outcome</b>
The learner will: 2 Promote and improve environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 inform and encourage others to maintain good environmental workplace practice 2.2 evaluate work practices seeking areas for improvements 2.3 present clear and detailed recommendations to the relevant person 2.4 complete and process documentation.

## Unit 049

## Maximise sales in a food retail environment

<b>UAN:</b>	<b>D/601/5280</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SO.4075 Maximise sales of food products in a food retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<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>
<b>Assessment</b>	<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>

<b>Learning outcome</b>
The learner will: 1 Identify opportunities to increase retail sales through promotions and displays
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2 Organise the promotion and display of food and drink products for sale
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3 Promote food and drink products to customers
<b>Assessment criteria</b>
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 050

# Monitor and control the recovery and separation of by-products and waste disposal in food operations

<b>UAN:</b>	<b>T/602/4518</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.3055 Monitor and control the recovery of by-products and waste disposal in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who monitor and control the recovery and separation of by-products and waste disposal 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring and controlling the recovery and separation of by-products and waste disposal 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>

<b>Learning outcome</b>
The learner will: 1 Organise and control the separation of by-products
<b>Assessment criteria</b>
The learner can: 1.1 organise their own and others' work practices to enable the separation of by-products from waste in accordance with operational requirements 1.2 separate by-products into the specified categories so that their future use and value is maintained 1.3 store by-products in accordance with operational and statutory requirements 1.4 achieve quality specification and maximum yield with minimum waste 1.5 take corrective action when deficiencies occur within the limits of own authority, and report the actions taken to the relevant people 1.6 forward by-products to their specified destinations in accordance with operational and statutory requirements.

<b>Learning outcome</b>
The learner will: 2 Organise and control the separation of waste
<b>Assessment criteria</b>
The learner can: 2.1 separate waste into the specified categories to enable subsequent handling to conform to operational and statutory requirements 2.2 organise the storage of waste and monitor it to ensure it does not exceed levels that impede production and breach statutory requirements 2.3 handle waste in ways which eradicate the risks of cross-contamination and non-conformance to operational and statutory requirements 2.4 complete the documentation and make it available to the relevant people.

<b>Learning outcome</b>
The learner will: 3 Organise and control the recovery of by-products for further processing
<b>Assessment criteria</b>
The learner can: 3.1 organise their own and others' work practices to enable the by-products to be stored and recovered by specified category in accordance with operational requirements 3.2 store specified categories of by-products in accordance with operational and statutory requirements 3.3 handle and further process specified categories of by-products to achieve quality specifications, maximise yield and minimise waste 3.4 forward by-products to their specified destinations in accordance with operational and statutory requirements.

## Unit 051

# Monitor and control waste disposal in food operations

<b>UAN:</b>	<b>T/602/0646</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the SO.305S Monitor and control the recovery of by-products and waste disposal in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who monitor and control waste disposal 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring and controlling waste disposal 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>



<b>Learning outcome</b>
The learner will: 1 Organise and control the storage and handling of waste
<b>Assessment criteria</b>
The learner can: 1.1 deposit separated waste into the specified storage locations in accordance with operational and statutory requirements 1.2 maintain waste storage areas and monitor them so that the specified levels are not exceeded 1.3 check that storage conforms to operational and statutory requirements 1.4 handle separated waste in ways which eradicate: a. the risks of cross-contamination b. environmental nuisance c. reduction of the commercial value of the waste d. breach of statutory requirements 1.5 complete the documentation and make it available to the relevant people.

<b>Learning outcome</b>
The learner will: 2 Organise and control the disposal of waste and despatch of by-products
<b>Assessment criteria</b>
The learner can: 2.1 organise their own and others' work practices to enable the despatch of by-products and the disposal of waste to be carried out in accordance with operational and statutory requirements 2.2 take corrective action when problems occur within the limits of own authority, and report the actions taken to the relevant people 2.3 dispatch by-products to their specified destinations in accordance with operational and statutory requirements 2.4 dispose of waste in accordance with operational and statutory requirements 2.5 handle by-products and waste in ways which eradicate the risks of cross-contamination and non-conformance to operational and statutory requirements 2.6 complete the documentation and make it available to the relevant people.

## Unit 052

## Monitor and maintain storage conditions in food operations

<b>UAN:</b>	<b>Y/602/1708</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SD.1135 Monitor and maintain storage conditions in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<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>
<b>Assessment</b>	<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>

<b>Learning outcome</b>
The learner will: 1 Maintain health, safety and security in the storage area
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2 Monitor changes in storage conditions
<b>Assessment criteria</b>
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 your authority to correct variances and defects in goods and materials 2.4 report your 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 clearly to the relevant people.

## Unit 053

# Monitor food hygiene standards using rapid test methods in operations

<b>UAN:</b>	<b>F/601/8303</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the FS.130S Monitor food hygiene standards using rapid test methods National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who monitor food hygiene standards using rapid test methods in a food or animal feed 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, monitoring food hygiene standards using rapid test methods in operations or animal feed production. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

**Learning outcome**

The learner will:

- 1 Prepare documentation, equipment and samples for testing

**Assessment criteria**

The learner can:

- 1.1 confirm availability of correct documentation equipment and resources, and ensure that they are ready for use
- 1.2 identify and report unserviceable equipment
- 1.3 calibrate testing equipment
- 1.4 confirm area to be sampled and check for safety
- 1.5 check the integrity of the samples.

**Learning outcome**

The learner will:

- 2 Conduct tests and record results

**Assessment criteria**

The learner can:

- 2.1 handle samples safely using aseptic techniques
- 2.2 follow standard operating procedures to carry out tests and record relevant information and data
- 2.3 interpret results using positive and negative controls
- 2.4 identify potential false positive results
- 2.5 record, investigate and report deviations in results to the relevant person
- 2.6 follow standard operating procedures to record test data.

## Unit 054

## Monitor product quality in food operations

<b>UAN:</b>	<b>Y/602/1692</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the QI.103S Monitor product quality in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who monitor product quality in a food business.</p> <p>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.</p>
<b>Assessment</b>	<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>

<b>Learning outcome</b>
The learner will: 1 Monitor product quality
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2 Contribute to resolving quality problems
<b>Assessment criteria</b>
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 055

## Operate central control systems in food manufacture

<b>UAN:</b>	<b>T/601/5172</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the PO.2015 Operate central control systems in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who operate central control systems 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, operating central control systems 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>



<b>Learning outcome</b>
The learner will: 1 Be able to use central control systems
<b>Assessment criteria</b>
The learner can: 1.1 log on, if required, at the specified time 1.2 monitor the process at the required frequency 1.3 respond to alarms and take appropriate action within the limits of own responsibility 1.4 operate necessary control sequences according to procedures 1.5 complete records.

<b>Learning outcome</b>
The learner will: 2 Be able to overcome problems using control systems
<b>Assessment criteria</b>
The learner can: 2.1 make alterations to control parameters, auto/manual selection and sequencing as required 2.2 take corrective action within the limits of own authority when problems or possible future problems are identified 2.3 inform key people of any corrective action and its effects 2.4 complete records of problems resolved 2.5 maintain effective communications.

## Unit 056

## Pack and ice fish/shellfish

<b>UAN:</b>	<b>J/602/0540</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the FP.1135 Pack and ice fish or shellfish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	This unit supports workforce development for those who pack and ice fish or shellfish, according to job role, in a processing or related business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, packing and icing fish or shellfish, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to ice fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 obtain packing specification 1.2 prepare work area to ensure conditions are suitable for packing and icing fish/shellfish 1.3 set up and check accuracy of weighing equipment 1.4 obtain the following items to meet requirements of packing specification: a. packaging materials b. ice c. fish/shellfish 1.5 take action in response to operating problems 1.6 maintain communications throughout the process.

<b>Learning outcome</b>
The learner will: 2 Pack and ice fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 pack and ice fish/shellfish according to packing specification 2.2 handle fish/shellfish in a manner which maintains quality and condition 2.3 maintain condition of work area throughout packing process 2.4 close and seal packaging according to specification 2.5 locate and label packaged product ready for despatch 2.6 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Finish the icing process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste according to organisational procedures 3.2 make equipment and work area ready for future use after completion of the packing process 3.3 complete all packing and icing records.

## Unit 057

## Pack live shellfish for despatch

<b>UAN:</b>	<b>R/602/1688</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.1335 Pack live shellfish for despatch National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who pack live shellfish for despatch, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, packing live shellfish for despatch. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to pack live shellfish
<b>Assessment criteria</b>
The learner can: 1.1 prepare work area for receiving shellfish 1.2 obtain packing specification for live shellfish 1.3 obtain and prepare packaging ready to receive live shellfish 1.4 check that shellfish meet specification 1.5 take action to deal with operating problems following company procedures 1.6 maintain effective communication with relevant people preparing to pack live shellfish 1.7 follow company procedures to meet legal and regulatory requirements.

<b>Learning outcome</b>
The learner will: 2 Pack live shellfish
<b>Assessment criteria</b>
The learner can: 2.1 decant and check quality and condition of live shellfish 2.2 remove dead and damaged shellfish with minimum disturbance to remaining shellfish 2.3 pack shellfish using chilling agent as specified 2.4 label shellfish according to specification 2.5 handle shellfish in a manner that minimises stress 2.6 forward packed shellfish for despatch 2.7 follow company procedures to deal with operating problems.

<b>Learning outcome</b>
The learner will: 3 Maintain the work environment to pack live shellfish
<b>Assessment criteria</b>
The learner can: 3.1 maintain environmental conditions in the processing area 3.2 ensure that the product is transferred to the next stage in the manufacturing process 3.3 maintain effective communication with relevant people.

<b>Learning outcome</b>
The learner will: 4 Finish packing live shellfish for despatch
<b>Assessment criteria</b>
The learner can: 4.1 follow company procedures to deal with materials that can be re-cycled or re-worked 4.2 clean work area in preparation for the next shellfish batch 4.3 take effective action to deal with operating problems 4.4 follow company procedures to dispose of waste 4.5 maintain records of packing processes.

## Unit 058

## Pack orders for despatch in food operations

<b>UAN:</b>	<b>R/601/4627</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.312S Pack orders for despatch in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who pack orders for despatch 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, packing orders for despatch in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Pack orders to specification for despatch in food operations
<b>Assessment criteria</b>
The learner can: 1.1 identify the correct order documentation for packing orders for despatch 1.2 identify the correct equipment, location and materials for packing orders 1.3 follow the organisation's procedures for packing orders and for storing and positioning packed goods before despatch 1.4 report any damage to or problems with packing and storage equipment to the appropriate person 1.5 check that movable items of equipment are immobilised when packing orders 1.6 check that packed orders match quality and quantity specifications.



## Unit 059

## Prepare orders for despatch in food operations

<b>UAN:</b>	<b>M/602/1715</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the SD.3275 Prepare orders for despatch National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare orders for despatch 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, preparing orders for despatch in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to assemble orders
<b>Assessment criteria</b>
The learner can: 1.1 obtain packing and despatch documentation for individual customers 1.2 prepare work area to ensure conditions suitable for order preparation 1.3 obtain packaging materials and resources for the preparation of orders 1.4 identify locations of selected items 1.5 take action in response to operating problems 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Assemble orders
<b>Assessment criteria</b>
The learner can: 2.1 select and assemble the specified goods to match despatch documentation 2.2 identify and report any discrepancies or difficulties with preparing consignments 2.3 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Prepare orders
<b>Assessment criteria</b>
The learner can: 3.1 secure assembled order ready for despatch 3.2 check that the prepared consignment matches the despatch instructions 3.3 handle packaged products in a manner which maintains their quality and condition 3.4 complete and label orders according to specification 3.5 maintain condition of work area throughout process.

<b>Learning outcome</b>
The learner will: 4 Finish order preparation
<b>Assessment criteria</b>
The learner can: 4.1 dispose of waste according to organisational procedures 4.2 make equipment and work area ready for future use after completion of the process 4.3 complete all records.

## Unit 060

## Prepare sauces and marinades by hand in food manufacture

<b>UAN:</b>	<b>L/602/1706</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the PO.2325 Prepare sauces/marinades by hand in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who prepare sauces and marinades by hand in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, when preparing sauces and marinades by hand 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to mix ingredients
<b>Assessment criteria</b>
The learner can: 1.1 obtain and interpret brining specification 1.2 prepare equipment and associated work areas to ensure conditions suitable for food preparation 1.3 set up and check the accuracy of weighing equipment 1.4 obtain and prepare raw materials of required quality according to specification 1.5 take action in response to operating problems 1.6 maintain communications throughout the process.

<b>Learning outcome</b>
The learner will: 2 Mix ingredients
<b>Assessment criteria</b>
The learner can: 2.1 measure required quantities of raw materials 2.2 add raw materials to the mix in specified sequence, according to operating instructions 2.3 mix raw materials to achieve required product specification 2.4 handle raw materials in a manner which maintains quality and condition 2.5 test quality and consistency of mix 2.6 make sure mix is transferred to the next production stage 2.7 take action in response to operating problems.

<b>Learning outcome</b>
The learner will: 3 Finish mixing process
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste material according to organisational procedures 3.2 make equipment and work area ready for future use after completion of the process 3.3 complete all records.

## Unit 061

## Principles of brining and salting fish/shellfish

<b>UAN:</b>	<b>D/602/0625</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the FP.153K Principles of brining and salting fish or shellfish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of brining and salting fish/shellfish, in processing or in a learning environment.</p> <p>The unit is designed for use primarily by operatives and team leaders who carry out these workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of brining and salting fish/shellfish. 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>

<b>Learning outcome</b>
The learner will: 1 Understand the impact of raw material on the brining and salting process
<b>Assessment criteria</b>
The learner can: 1.1 explain how variations in process specifications can impact on brining operations 1.2 describe how to assess that raw material is suitable for brining and salting 1.3 summarise how raw material quality and temperature can impact on the process 1.4 clarify how the impact of raw material quality and temperature can be monitored.

<b>Learning outcome</b>
The learner will: 2 Understand brines and how they are controlled
<b>Assessment criteria</b>
The learner can: 2.1 describe how to assess the suitability of salt, water and other ingredients 2.2 explain how to prepare brines of different strengths and make adjustments to achieve required concentrations 2.3 describe how to measure brine strength and temperature using different methods 2.4 explain how to establish what the most appropriate brining and curing times are 2.5 summarise how the characteristics of brine changes during brining and how this impacts on product including; a. concentration b. temperature c. purity.

<b>Learning outcome</b>
The learner will: 3 Understand brining and curing quality
<b>Assessment criteria</b>
The learner can: 3.1 explain why fish/shellfish is allowed to rest after brining or salting 3.2 summarise how to assess the quality of brined or cured fish/shellfish 3.3 describe the impact of handling and storage on the condition and quality of brined or cured product 3.4 describe how to change brining conditions to solve quality problems 3.5 clarify the impact which brining and curing has on product yield.

<b>Learning outcome</b>
The learner will: 4 Understand brining and curing methods and osmotic impacts
<b>Assessment criteria</b>
The learner can: 4.1 describe the methods used to hold material in brine 4.2 describe the methods used to apply and hold dry cures 4.3 explain how flesh oil content and thickness/size of material impacts on brining or curing times 4.4 summarise the process of osmosis and its impact in flesh during processing 4.5 explain how to assess salt levels in processed fish/shellfish and the role this plays in ensuring food safety.

## Unit 062

## Principles of cans and closing cans in food manufacture

<b>UAN:</b>	<b>k/602/0630</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.237K Principles of cans and closing cans in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of canning and closing cans in a food manufacturing business or in a learning environment.</p> <p>The unit is designed for use primarily by food manufacturing 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of canning and closing cans 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>



<b>Learning outcome</b>
The learner will: 1 Understand the requirements for canning
<b>Assessment criteria</b>
The learner can: 1.1 outline the regulatory requirements and the consequences if they are not followed 1.2 state the organisational standards and instructions and the possible consequences if they are not followed.

<b>Learning outcome</b>
The learner will: 2 Understand the canning process
<b>Assessment criteria</b>
The learner can: 2.1 describe the principle characteristics of a can, including a. shape b. dimensions c. suitability for product d. special features e. wear and tear 2.2 outline why the dimensions of a can are important 2.3 describe the construction of a can, including a seamed end 2.4 outline the materials used to construct cans and their main differences, including widgets 2.5 describe how decoration is applied to cans and its importance 2.6 state how cans are recycled.

## Unit 063

# Principles of displaying fish/shellfish in a sales environment

<b>UAN:</b>	<b>T/602/0615</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the FP.148K Principles of displaying fish or shellfish for retail sale National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of displaying fish/shellfish in a sales or wholesale environment, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives, team leaders and others who carry out these workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of displaying fish/shellfish in a sales 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 sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the regulations and procedures for display of fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 explain how food safety and labelling regulations, and company procedures impact on the display, including: a. design b. setting up c. maintenance d. dismantling e. stock rotation/storage 1.2 describe the controls in place to deal with the appropriate use of ice and the separation of ready- and non-ready to eat products 1.3 explain the importance of the display cleaning schedule and how this is monitored and maintained 1.4 explain how improvements to display practice can be considered by feed-back about procedures.

<b>Learning outcome</b>
The learner will: 2. Understand the fish/shellfish products
<b>Assessment criteria</b>
The learner can: 2.1 summarise the main features for the recognition and characteristics of the common fish/shellfish products for sale 2.2 explain how to assess fish/shellfish quality before and during display, and in storage according to specifications 2.3 summarise how to manage resources to maximise product quality and shelf life during display and storage 2.4 describe the allergenic features and affects of fish/shellfish products 2.5 describe the food safety risks posed by fish/shellfish products.

<b>Learning outcome</b>
The learner will: 3. Understand the principles of fish/shellfish display
<b>Assessment criteria</b>
The learner can: 3.1 explain how to set a promotion for a specific fish/shellfish product 3.2 explain how to set up a seasonal display for fish/shellfish products 3.3 describe the principles which produce effective displays for fish/shellfish 3.4 explain the best method of updating and maintain effective displays.

<b>Learning outcome</b>
The learner will: 4. Understand data and performance of fish/shellfish displays
<b>Assessment criteria</b>
The learner can: 4.1 clarify the types of data that are collected and evaluated during displays to inform compliance and provide business information 4.2 describe how display performance is monitored and improved.

## Unit 064

## Principles of fish/shellfish quality assessment

<b>UAN:</b>	<b>M/602/0628</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the FP.154K Principles of fish or shellfish quality assessment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of fish/shellfish quality assessment, in a processing or a sales environment, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives and team leaders who are required to understand these principles in support of workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of fish/shellfish quality assessment. 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>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of fish/shellfish spoilage
<b>Assessment criteria</b>
The learner can: 1.1 describe fish/shellfish spoilage and its causes 1.2 explain the impact of handling and temperature control practices on fish/shellfish quality and spoilage rates.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of fish/shellfish quality assessment methods
<b>Assessment criteria</b>
The learner can: 2.1 summarise the various methods used to assess the quality of fish/shellfish including organoleptic testing, chemical and microbiological and their limitations 2.2 explain how to determine the appropriate organoleptic quality assessment method to use 2.3 describe how to use QIM quality assessment schemes 2.4 describe how to use raw TORRY quality assessment schemes 2.5 describe how to use cooked TORRY quality assessment schemes.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of fish/shellfish quality assessment panels and management
<b>Assessment criteria</b>
The learner can: 3.1 explain quality assessment taste calibration 3.2 explain how to establish quality assessment teams or panels 3.3 describe the role of quality assessment in quality assurance 3.4 describe the management of quality assessment in the fish/shellfish industry 3.5 summarise the legislation that controls fish/shellfish quality assessment.

## Unit 065

## Principles of fish/shellfish smoking

<b>UAN:</b>	<b>M/602/0614</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to the FP.116K Principles of fish or shellfish smoking National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of fish/shellfish smoking, in a processing or in a learning environment.</p> <p>The unit is designed for use primarily by operatives, team leaders and others who carry out these workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of fish/shellfish smoking. 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>

<b>Learning outcome</b>
The learner will: 1. Understand the methods and factors impacting on smoking fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 describe the main methods, tools and equipment used to smoke fish/shellfish 1.2 describe how smoking kilns operate 1.3 explain what smoking does to fish/shellfish products so that it is a valid method for preserving fish/shellfish 1.4 summarise how different preparation and smoking techniques produce different smoked fish/shellfish products 1.5 summarise the main types of wood used in smoking and their impact on smoked products 1.6 explain the factors affecting wood quality which impact on the smoking process.

<b>Learning outcome</b>
The learner will: 2. Understand the preparation for smoking fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 describe how smoking kilns can be prepared and controlled 2.2 explain the methods used to hold fish/shellfish in kilns 2.3 describe how to assess the suitability of fish/shellfish ready for smoking 2.4 explain the role of brining and salting in preparation for smoking.

<b>Learning outcome</b>
The learner will: 3. Understand the control of the smoking process for fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 explain how the smoked product appearance and flavour will depend on smoking times, fuel types and fish/shellfish flesh oil content/size 3.2 describe how to monitor and manage the smoking process to maintain specifications and deal with ongoing quality issues 3.3 explain what the impact on the smoking process is of varying parameters including: a. temperature b. humidity c. air flow rates d. smoking times.



<b>Learning outcome</b>
The learner will: 4. Understand the handling, testing and quality issues for smoking fish/shellfish
<b>Assessment criteria</b>
The learner can: 4.1 explain how the smoking process can impact on yield and quality 4.2 describe the impact of handling and storage on the quality of the smoked product 4.3 explain the methods used for end product testing and what should be tested for 4.4 summarise the accepted good manufacturing practices in fish/shellfish smoking.

## Unit 066

## Principles of frying fish and chips

<b>UAN:</b>	<b>R/602/0623</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the FP.152K Principles of frying fish and chips National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of frying fish and chips, in a processing or a sales environment, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives and team leaders who are required to understand these principles in support of workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of frying fish and chips. 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>

<b>Learning outcome</b>
The learner will: 1 Understand the principles of raw materials for frying fish and chips
<b>Assessment criteria</b>
The learner can: 1.1 describe the types of commercial frying fish, their characteristics and suitability from a business and customer aspect 1.2 summarise the variations in potato characteristics and the impact of season, storage and variety on the selection of potatoes for chipping 1.3 explain the advantages and disadvantages of using proprietary batter mixes 1.4 explain how to store fish, potatoes and other raw materials for frying.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of fats and oils for frying fish and chips
<b>Assessment criteria</b>
The learner can: 2.1 describe the importance of choosing to use fats or oils of the correct type for frying 2.2 summarise the range of fats and oils available and the impact of UK regional preferences 2.3 explain the chemical structure of frying fats and oils 2.4 explain how the chemical structure of frying fats and oils are affected by heat over time 2.5 summarise why it is necessary to manage fats or oils to avoid deterioration in the quality of the frying medium and fried products 2.6 explain the meaning of the terms slip point, smoke point and flash point for a fat or oil and their importance for the operating temperature of the fryer.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of heat transfer and frying of fish and chips
<b>Assessment criteria</b>
The learner can: 3.1 describe how heat is transferred from the frying media to a deep fry product 3.2 explain the physical changes that take place within products during the frying process 3.3 describe how the absorption of fats into the surface of products during the frying process is important to the eating quality of the product and its resultant calorific value and perceived impact on diet and health 3.4 summarise the effects of frying with too low or too high a temperature 3.5 summarise the effects of frying for too short or too long a time.

<b>Learning outcome</b>
The learner will: 4 Understand the principles of error avoidance, and the impact of sustainability and the environment on fish and chip frying
<b>Assessment criteria</b>
The learner can: 4.1 summarise how to avoid common errors in frying fish and chips 4.2 describe the current state of fish stocks and issues of sustainability and the environment that impact upon the fish and chip sector.

## Unit 067

## Principles of marine finfish product knowledge

<b>UAN:</b>	<b>A/602/0616</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the FP.149K Principles of marine finfish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of marine finfish in a processing, sales or wholesale environment, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives, team leaders and others who require this understanding to support workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of marine finfish. 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>

<b>Learning outcome</b>
The learner will: 1 Understand the range of marine finfish species and principles of harvesting and fish stocks
<b>Assessment criteria</b>
The learner can: 1.1 describe the range of commercial fish species that are commonly defined as marine finfish including alternative legally acceptable or approved commercial names 1.2 describe the methods commonly used to harvest these species and locations /regions/grounds from which they are harvested 1.3 explain the role of aquaculture in supplying marine finfish for retail sale 1.4 explain the current general state of fish stocks and species-specific issues including quotas, sustainability and the environmental impact of fishing/aquaculture methods.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of processing, packing and distribution of marine finfish and seasonal impacts
<b>Assessment criteria</b>
The learner can: 2.1 summarise different methods used to process and distribute chilled and frozen marine finfish products commonly traded commercially in the UK 2.2 describe the impact of seasonal variations and adverse weather conditions on a specific product availability, condition, quality and typical price 2.3 clarify the range of marine finfish products available including different packaging systems and processing methods such as MAP, Vac-Pack, smoking, marinating, drying 2.4 describe where to find up to date information on marine finfish for use by seafood retailers, wholesalers and consumers.

**Learning outcome**

The learner will:

- 3 Understand the principles of taste, flavour, nutrition of marine finfish and food safety issues

**Assessment criteria**

The learner can:

- 3.1 explain taste and texture attributes of chilled, frozen and defrosted fish and how these are perceived by customers
- 3.2 explain those species-specific attributes including flavour, texture, colour, oil content and packaging/presentation that may influence individual buying choices
- 3.3 summarise general nutrition and health issues, including any species-specific recommended consumption targets/limits
- 3.4 describe specific food safety risks such as potential presence of allergens, contaminants, and other threats to human health and how these risks may be mitigated.

**Learning outcome**

The learner will:

- 4 Understand the principles of consumer needs for marine finfish and quality assessment issues

**Assessment criteria**

The learner can:

- 4.1 describe the typical cuts and portion sizes for adults and children, and suggested cooking methods/recipes for commercial species
- 4.2 describe what alternative or substitute products and species may be suitable for the consumer, and the dietary, cultural or religious factors that may mitigate your advice
- 4.3 explain the fish quality assessment and quality indicators that apply to marine finfish/finfish products, and the limitations of shelf-life and best before dates
- 4.4 summarise appropriate recommendations to consumers for handling and storage prior to consumption.

## Unit 068

## Principles of seafood quality science

<b>UAN:</b>	<b>J/602/0621</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the FP.151K Principles of seafood quality science National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of seafood quality science, in processing, sales or wholesale environment, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives and team leaders who are required to understand these principles in support of workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of seafood quality science. 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>



<b>Learning outcome</b>
The learner will: 1 Understand the principles of live animal variation, harvesting and spoilage organisms
<b>Assessment criteria</b>
The learner can: 1.1 explain the impact of variations in the live animal - species, age, sex, season, presence of parasites, contaminants 1.2 describe the impact of harvesting method, live holding regimes and stress 1.3 summarise the differences between white fish, oil rich fish and shellfish, marine and freshwater species 1.4 summarise the typical microflora, the key spoilage organisms and their role in seafood spoilage.

<b>Learning outcome</b>
The learner will: 2 Learning outcome 2
<b>Assessment criteria</b>
The learner can: 2.1 summarise the physical and biochemical characteristics and composition of fish and shellfish flesh including: a. connective tissue b. muscle c. unsaturated lipid levels d. soluble nitrogen compounds e. enzymes 2.2 describe the role and characteristics of Inosine, Hypoxanthine, Xanthine, Uric Acid, TMA, TVB, ATP, ADP and AMP 2.3 summarise post-mortem flesh changes in pre-rigor, rigor mortis and post-rigor 2.4 explain the autolysis of flesh and enzyme activity 2.5 explain the oxidation of lipids and rancidity in flesh 2.6 summarise the microbial spoilage features and metabolic activities of microbes during spoilage 2.7 describe the post-mortem changes of melanosis, colour loss and gaping.

<b>Learning outcome</b>
The learner will: 3 Understand the principles of quality impacts on seafood
<b>Assessment criteria</b>
The learner can: 3.1 explain the impact of post harvest handling on spoilage including: <ul style="list-style-type: none"> <li>a. bleeding</li> <li>b. gutting</li> <li>c. washing</li> <li>d. chilling</li> <li>e. freezing</li> </ul> 3.2 explain the impact of post harvest processing on quality including: <ul style="list-style-type: none"> <li>a. temperature reduction</li> <li>b. heat treatment</li> <li>c. pH and water activity</li> <li>d. salt</li> <li>e. UHP</li> <li>f. irradiation</li> </ul> 3.3 explain the impact of post processing packaging and handling on quality including; <ul style="list-style-type: none"> <li>a. overwrap</li> <li>b. MAP</li> <li>c. cook-chill</li> </ul>

<b>Learning outcome</b>
The learner will: 4 Understand the principles of seafood freshness, nutrition and food safety risks
<b>Assessment criteria</b>
The learner can: 4.1 explain the basis of flesh flavour and odour changes 4.2 summarise how freshness is determined by electrochemical, biochemical, chemical and organoleptic methods, and the advantages and limitations of each 4.3 summarise how seafood shelf life is determined 4.4 describe the nutritional qualities of seafood 4.5 summarise the food safety risks in seafood including: <ul style="list-style-type: none"> <li>a. biotoxins</li> <li>b. allergens</li> <li>c. parasites</li> <li>d. common contaminants.</li> </ul>

## Unit 069

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

<b>UAN:</b>	<b>F/602/0617</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the FP.150K Principles of shellfish, non-marine finfish and marine food products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of shellfish, non-marine finfish and marine food products, in processing, sales or wholesale environment, or in a learning environment.</p> <p>The unit is designed for use primarily by operatives and team leaders who are required to understand these principles in support of workplace activities. It is also designed for those who plan to enter the fish/shellfish 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, in the principles of shellfish, non-marine finfish and marine food 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 sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the range of species and principles of harvesting and stocks
<b>Assessment criteria</b>
The learner can: 1.1 explain the range of commercial species that are commonly defined as shellfish, non-marine finfish and marine food products including alternative legally acceptable or approved commercial names 1.2 describe the methods commonly used to harvest these species and locations/regions/grounds from which they are harvested 1.3 describe the role of aquaculture in supplying shellfish, non-marine finfish and marine food products for retail sale 1.4 explain the current general state of stocks and species-specific issues including quotas, sustainability and the environmental impact of harvesting/aquaculture methods.

<b>Learning outcome</b>
The learner will: 2 Understand the principles of processing, packing and distribution of species and seasonal impacts
<b>Assessment criteria</b>
The learner can: 2.1 summarise the different methods used to process and distribute live, chilled and frozen shellfish, non-marine finfish and marine food products 2.2 describe the impact of seasonal variations and adverse weather conditions on a specific product availability, condition, quality and typical price 2.3 clarify the range of shellfish, non-marine finfish and marine food products available including different packaging systems and processing methods such as MAP, Vac-pack, smoking, marinating, drying 2.4 describe where to find up to date information on shellfish, non-marine finfish and marine food products for use by seafood retailers and consumers.

**Learning outcome**

The learner will:

- 3 Understand the principles of taste, flavour, nutrition of species and food safety issues

**Assessment criteria**

The learner can:

- 3.1 explain taste and texture attributes of chilled, frozen, defrosted and products and how these are perceived by customers
- 3.2 explain those species-specific attributes including flavour, texture, colour and oil content, packaging/presentation and other factors that may influence individual buying choices
- 3.3 summarise general nutrition and health issues, including any species specific recommended consumption targets/limits
- 3.4 describe specific food safety risks such as potential presence of allergens, contaminants, and other threats to human health and how these risks may be mitigated.

**Learning outcome**

The learner will:

- 4 Understand principles of consumer needs for species and quality assessment issues

**Assessment criteria**

The learner can:

- 4.1 describe the typical forms, presentation styles, portion sizes for adults and children and suggested cooking methods/recipes for a variety of commercial products
- 4.2 explain what alternative or substitute products and species may be suitable for the consumer, and the dietary, cultural or religious factors that may mitigate your advice
- 4.3 summarise the quality assessment and quality indicators that apply to these products, and the limitations of shelf-life and best before dates
- 4.4 summarise the appropriate recommendations to consumers for handling and storage prior to consumption.

## Unit 070

## Principles of sterile processing in food technology

<b>UAN:</b>	<b>M/602/3013</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the FT.135K Principles of sterile processing in food technology National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce and/or vocational development for those who need to understand the principles of sterile processing in food technology, in food operations 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>
<b>Assessment</b>	<p>This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sterile processing in food technology. 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>

<b>Learning outcome</b>
The learner will: 1 Understand the aim and principles of sterile processing technology
<b>Assessment criteria</b>
The learner can: 1.1 describe the aims of sterile processing 1.2 explain the scientific principles involved in the destruction of micro-organisms and their spores, and the inactivation of enzymes 1.3 distinguish between absolute sterility and commercial sterility.

<b>Learning outcome</b>
The learner will: 2 Understand heat and pH treatments as sterile processing technologies
<b>Assessment criteria</b>
The learner can: 2.1 justify the use of heat treatment as the most commonly used method of sterilisation 2.2 explain the range and application of methods for food sterilisation 2.3 explain how the acidity levels of food can affect the use of heat treatment or sterilisation methods 2.4 explain how pH levels impact on inhibiting spoilage organisms from pH 5.3 and lower 2.5 state the definitions and examples of: a. low acid foods b. acid foods c. high acid foods.

<b>Learning outcome</b>
The learner will: 3 Understand the affect of osmotically active substances on sterile processing technologies
<b>Assessment criteria</b>
The learner can: 3.1 explain how the presence and levels of osmotically active substances can affect the use of heat treatment or other sterilisation methods 3.2 explain how osmotically active substances biochemically perform within food mixtures 3.3 explain the function of sugars, starches and salts as osmotically active substances.

<b>Learning outcome</b>
The learner will: 4 Understand the structure and use of glass and sterilisable pouches
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the uses of glass and sterilisable pouches for packaging 4.2 explain the structure and use of sterilisable pouches.



## Unit 071

## Process fish by hand

<b>UAN:</b>	<b>L/602/0524</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.1035 Process fish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who process fish by hand in a fish processing business.</p> <p>The unit is designed for use primarily by fish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, processing fish by hand. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to process fish by hand
<b>Assessment criteria</b>
The learner can: 1.1 confirm the process specification 1.2 obtain the tools, equipment and fish required to support the planned processing operation 1.3 prepare work-station to ensure conditions are suitable for hand-processing 1.4 sharpen knives into a condition suitable for achieving process specification 1.5 take action in response to operating problems within limits of own authority 1.6 maintain communication throughout the process.

<b>Learning outcome</b>
The learner will: 2 Process fish by hand
<b>Assessment criteria</b>
The learner can: 2.1 process fish to achieve the required process rate, the specified yield and the specified quality requirements 2.2 trim products to achieve required appearance 2.3 handle and store fish and fish products in a manner which maintains quality and condition 2.4 dispose of waste material according to organisational procedures 2.5 make sure the product is transferred to the next stage in the process 2.6 take action in response to operating problems within limits of own authority.

<b>Learning outcome</b>
The learner will: 3 Maintain equipment during processing
<b>Assessment criteria</b>
The learner can: 3.1 maintain condition of work-station throughout the process 3.2 sharpen knives as required to maintain their effectiveness as cutting tools.

<b>Learning outcome</b>
The learner will: 4 Finish processing fish by hand
<b>Assessment criteria</b>
The learner can: 4.1 deal with materials that can be recycled or re-worked 4.2 dispose of waste material according to organisational procedures 4.3 make equipment and work-station ready for future use after the completion of the process 4.4 complete all processing records.

## Unit 072

## Process fish/shellfish in a sales environment

<b>UAN:</b>	<b>D/602/1709</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the FP.144S Process fish or shellfish for sale in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who process fish or shellfish for sale in a wholesale or sales business, according to their job role.</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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, processing fish or shellfish for sale in a wholesale or sales environment, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to process fish/shellfish for sale
<b>Assessment criteria</b>
The learner can: 1.1 prepare the tools, equipment and work area so that processing work can be carried out 1.2 identify the fish/shellfish intended for preparation and check that it is fit to sell 1.3 keep fish/shellfish fit to sell while preparing it for processing 1.4 prepare the fish/shellfish for processing.

<b>Learning outcome</b>
The learner will: 2 Process fish/shellfish using hand-tools in readiness for sale
<b>Assessment criteria</b>
The learner can: 2.1 process fish/shellfish to meet specifications for yield and quality 2.2 keep fish/shellfish in a saleable condition while processing 2.3 place processed products that meet specifications in suitable storage containers 2.4 follow specified procedures to deal with products that do not meet specifications.

<b>Learning outcome</b>
The learner will: 3 Finish processing fish/shellfish for sale
<b>Assessment criteria</b>
The learner can: 3.1 dispose of waste materials according to specified procedures 3.2 clean and store processing tools and equipment.

## Unit 073

## Produce product packs in food operations

<b>UAN:</b>	<b>A/601/8297</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SD.309S Produce product packs in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who produce product packs 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, producing product packs in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Prepare to produce individual product packs
<b>Assessment criteria</b>
The learner can: 1.1 identify packing specifications 1.2 set up equipment to meet specifications 1.3 check that sufficient suitable packing material is available 1.4 check that the product to be packed is available and fit for use 1.5 communicate with the relevant people about equipment and materials throughout product pack production.

<b>Learning outcome</b>
The learner will: 2 Produce individual product packs
<b>Assessment criteria</b>
The learner can: 2.1 use packaging equipment 2.2 follow organisational procedures to respond to operating problems 2.3 check equipment is supplied with product and packing materials 2.4 check pack quality and quantity and take appropriate action in response to defects 2.5 meet targets for the quality and quantity of products to be packed 2.6 make sure that there is minimal waste during packaging.

<b>Learning outcome</b>
The learner will: 3 Finish production of individual product packs
<b>Assessment criteria</b>
The learner can: 3.1 dispose of surplus product and packing material including: a. waste b. scrap c. non-standard products 3.2 stop the packaging run when completed 3.3 prepare equipment for future use after completion of the process 3.4 complete packaging records.

## Unit 074

## Sell food products in a retail environment

<b>UAN:</b>	<b>L/601/8305</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.405S Sell food products in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who sell food products in a retail environment 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, selling food products in a retail environment. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



**Learning outcome**

The learner will:

- 1 Establish customer needs

**Assessment criteria**

The learner can:

- 1.1 greet the customer politely
- 1.2 find out what type and quantity of food and drink product the customer wants
- 1.3 offer suitable alternatives when food or drink products are unavailable or when the customer is undecided
- 1.4 show customers their selected products to confirm that they are what they want
- 1.5 wrap or pack the products.

**Learning outcome**

The learner will:

- 2 Satisfy customer needs

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

- 3 Process the sale of food and drink products

**Assessment criteria**

The learner can:

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

## Unit 075

## Sharpen cutting tools for use in food operations

<b>UAN:</b>	<b>T/602/0632</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the SO.1115 Sharpen cutting tools for use in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who sharpen cutting tools for use 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, sharpening cutting tools for use 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>

**Learning outcome**

The learner will:

- 1 Sharpen cutting tools

**Assessment criteria**

The learner can:

- 1.1 identify when a cutting edge needs to be sharpened and choose the appropriate method to sharpen it
- 1.2 assemble the materials necessary to carry out sharpening
- 1.3 sharpen the tool safely
- 1.4 check that the cutting edge is at required sharpness
- 1.5 clean the blade and cutting edge after sharpening to avoid residual contamination and risk to food safety.

**Learning outcome**

The learner will:

- 2 Maintain the edge of cutting tools

**Assessment criteria**

The learner can:

- 2.1 check regularly that the cutting edge is sharp enough for the task
- 2.2 identify when the edge of the cutting tool needs further sharpening
- 2.3 sharpen the cutting edge to make it suitable for the task
- 2.4 make sure the blade and cutting edge present no risk of contamination to the product.

## Unit 076

## Shuck bivalves by hand

<b>UAN:</b>	<b>J/602/0537</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the FP.1115 Shuck bivalves by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	This unit supports workforce development for those who shuck bivalves by hand in a processing or related business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, shucking bivalves by hand. 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>

<b>Learning outcome</b>
The learner will: 1 Prepare to shuck bivalves by hand
<b>Assessment criteria</b>
The learner can: 1.1 confirm the process specification to shuck bivalves 1.2 prepare the work station to shuck bivalves 1.3 assemble the tools and equipment to shuck bivalves 1.4 sharpen knives to a standard suitable for meeting production specifications 1.5 take action to deal with operational problems that affect the bivalve shucking process 1.6 maintain communication with relevant people when shucking bivalves 1.7 follow company procedures to meet legal and regulatory requirements when preparing to shuck bivalves.

<b>Learning outcome</b>
The learner will: 2 Shuck bivalves by hand
<b>Assessment criteria</b>
The learner can: 2.1 shuck bivalves to achieve required yield and quality requirements 2.2 remove all unwanted body parts from bivalves 2.3 clean bivalve meats thoroughly 2.4 shuck bivalves at a pace which achieves production targets 2.5 check that the product is transferred to the next stage in the process 2.6 take action to deal with problems when shucking bivalves.

<b>Learning outcome</b>
The learner will: 3 Maintain equipment and the workstation to shuck bivalves
<b>Assessment criteria</b>
The learner can: 3.1 handle and store bivalve meats to maintain quality and condition 3.2 maintain the condition of the workstation throughout the process 3.3 follow company procedures to dispose of waste material 3.4 sharpen knives to maintain their effectiveness for shucking bivalves 3.5 communicate with relevant people about use of the equipment and workstation.

<b>Learning outcome</b>
The learner will: 4 Finish shucking operations
<b>Assessment criteria</b>
The learner can: 4.1 follow company procedures to deal with materials that can be recycled or re-worked 4.2 follow company procedures to dispose of waste materials 4.3 make equipment and the workstation ready for use after work is complete 4.4 complete all records of bivalve shucking.

## Unit 077

## Slice and bag individual food products

<b>UAN:</b>	<b>T/601/4653</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.226S Slice and bag individual food products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.</p> <p>The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace when slicing and bagging individual food products. It needs to be assessed on the job.</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>

<b>Learning outcome</b>
The learner will: 1 Slice individual products
<b>Assessment criteria</b>
The learner can: 1.1 check the available products against instructions and specifications and take action on discovering any discrepancy 1.2 select slicing equipment 1.3 check the operating condition of slicing equipment 1.4 load the slicing equipment according to specified procedures, ensuring safety devices are activated 1.5 slice products to specification 1.6 position the products for further processing.

<b>Learning outcome</b>
The learner will: 2 Bag individual products
<b>Assessment criteria</b>
The learner can: 2.1 check the available sliced products against instructions and specifications, taking action on discovering any discrepancy 2.2 select the specified bags and closures for use 2.3 check bagging and closure equipment for cleanliness and operation 2.4 bag sliced products to specification 2.5 close bagged products to specification 2.6 place bagged products in the required condition and location, for further processing.



## Unit 078

## Store goods and materials in food operations

<b>UAN:</b>	<b>A/601/4623</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the SD.108S Store goods and materials in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who store 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, store goods and materials in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Select and handle goods and materials safely and hygienically
<b>Assessment criteria</b>
The learner can: 1.1 identify the stock to be put in the storage location 1.2 maintain the storage location hygienically and safely 1.3 meet customers' requirements for storage facilities 1.4 follow safe and hygienic working practices 1.5 use handling techniques to maintain stock condition.

<b>Learning outcome</b>
The learner will: 2 Store goods and materials in allocated locations
<b>Assessment criteria</b>
The learner can: 2.1 check product to ensure it meets customer or company specification 2.2 store stock in correct location and allocated space to ensure the best use of available space 2.3 ensure that stock can be accessed according to stock rotation procedures 2.4 report difficulties in placing goods and materials to the relevant person 2.5 carry out storage procedures within the specified time.

<b>Learning outcome</b>
The learner will: 3 Check and complete documentation
<b>Assessment criteria</b>
The learner can: 3.1 complete stock records and pass them on promptly 3.2 ensure documentation is complete.

## Unit 079

## Supply materials for production in food operations

<b>UAN:</b>	<b>J/601/4625</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the SD.2015 Supply materials for production in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who supply materials for production 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, supplying materials for production in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>

<b>Learning outcome</b>
The learner will: 1 Match production needs with availability of supplies
<b>Assessment criteria</b>
The learner can: 1.1 identify the service and supply needs of the production area and work stations 1.2 select and check the supplies to meet the demands of production 1.3 report discrepancies in the supplies to the relevant person.

<b>Learning outcome</b>
The learner will: 2 Maintain supply of materials to production area and work stations
<b>Assessment criteria</b>
The learner can: 2.1 store specified levels of supplies to meet production demands 2.2 maintain the specified levels of supplies to meet production demands 2.3 transfer the required quantities of supplies to the production areas and work stations 2.4 follow safe and hygienic working practices.

## Unit 080

## Understand how to assemble fish/shellfish products by hand

<b>UAN:</b>	<b>M/602/0578</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.128K Understand how to assemble fish or shellfish products by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to assemble fish or shellfish products by hand, according to job role, in a fish/shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assembling fish or shellfish products by hand, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for assembling fish/shellfish products by hand
<b>Assessment criteria</b>
The learner can: 1.1 state the tools and equipment required for fish/shellfish product assembly 1.2 describe the product control and traceability during product assembly 1.3 state why it is important to work within limits of own authority and competence 1.4 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to assemble fish/shellfish products
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain and interpret the relevant process specification 2.2 describe how to prepare and maintain work-stations to ensure conditions suitable for product assembly 2.3 describe how to maintain the condition of tools and equipment.

<b>Learning outcome</b>
The learner will: 3 Know how to assemble fish/shellfish products
<b>Assessment criteria</b>
The learner can: 3.1 outline how to identify common fish/shellfish products and other raw materials 3.2 describe how to assess the quality of fish/shellfish products and other raw materials 3.3 outline how to assemble products to achieve the required product specification 3.4 describe the risks associated with the handling of high- and low-care products 3.5 state why accuracy during product assembly is important.

<b>Learning outcome</b>
The learner will: 4 Know how to finish assembly operations
<b>Assessment criteria</b>
The learner can: 4.1 outline the common quality problems associated with the production of fish/shellfish products 4.2 state the action to take when the process specification is not met 4.3 describe how to deal with fish/shellfish and food materials that are not fit for use 4.4 describe what fish/shellfish and food materials can be re-worked and recycled 4.5 state why it is important to dispose of waste according to specified procedures.

## Unit 081

# Understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in food operations

<b>UAN:</b>	<b>T/601/8315</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to the SO.104K Understand how to clean in place (CIP) plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment, in a food business.</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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when avoiding contamination and completing cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.</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>



<b>Learning outcome</b>
The learner will: 1 Know how to avoid contamination
<b>Assessment criteria</b>
The learner can: 1.1 describe the precautions to take to make sure that products are not contaminated by cleaning materials 1.2 describe what evidence of contamination might be found and the actions to take if this evidence is found 1.3 explain the procedures for checking and ensuring cleaning has been effective 1.4 describe the actions to take in the event of ineffective cleaning 1.5 outline the need to identify and report any signs of contamination, damage or environmental concerns and what may happen if this is not done.

<b>Learning outcome</b>
The learner will: 2 Know how to complete cleaning in place
<b>Assessment criteria</b>
The learner can: 2.1 explain why it is important to keep records and what might happen if this is not done 2.2 explain the importance of cleaning and storing equipment according to specified procedures after use 2.3 describe what might happen if the specified waste disposal procedures are not followed.

## Unit 082

# Understand how to carry out product changeovers in food manufacture

<b>UAN:</b>	<b>Y/601/8310</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the PO.114K Understand how to carry out product changeovers in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out product changeovers, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out product changeovers in food manufacture. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know about the requirements for carrying out product changeovers
<b>Assessment criteria</b>
The learner can: 1.1 state why the changeover is taking place 1.2 state the time allowed for changeovers 1.3 state the limits of own authority, and the importance of working within them 1.4 outline the procedures for authorisation to work, isolation of equipment and services and what may happen if they are not followed 1.5 describe how to communicate and record information to meet specifications and the importance of doing so 1.6 state how to obtain and interpret specifications 1.7 describe what may happen if specifications are not interpreted correctly.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out product changeovers
<b>Assessment criteria</b>
The learner can: 2.1 state the functions and use of machine parts, tools and safety equipment needed for changeovers 2.2 state the key materials and resources are required and how to check their suitability for use 2.3 state the effect critical control settings have on quality and production volumes 2.4 state why it is important to notify the relevant person that a changeover has been completed and what may happen if this is not done 2.5 state the importance of keeping accurate and prompt records.

<b>Learning outcome</b>
The learner will: 3 Know how to deal with problems during changeovers
<b>Assessment criteria</b>
The learner can: 3.1 outline difficulties and problems that might arise during changeovers and the action to be taken in each case 3.2 explain why cleaning is important and what may happen if this is not done when required 3.3 outline the appropriate action to take when change parts are removed and describe what may happen if this is not done 3.4 describe how to recognise wear and tear on change parts.

## Unit 083

# Understand how to carry out shellfish depuration processing

<b>UAN:</b>	<b>A/602/1698</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the FP.141K Understand how to conduct shellfish depuration operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who carry out shellfish depuration processing, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out shellfish depuration processing. 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>

<b>Learning outcome</b>
The learner will: 1 Know how to establish and maintain fish in depuration
<b>Assessment criteria</b>
The learner can: 1.1 describe organisational procedures to meet relevant regulatory and legal requirements in shellfish depuration 1.2 state hygiene requirements associated with shellfish depuration 1.3 explain own responsibilities under food safety legislation 1.4 state the principles of shellfish depuration 1.5 describe why shellfish need to be washed before and during depuration 1.6 describe the importance of removing dead or damaged shellfish before depuration 1.7 list the classifications of shellfish growing areas and their impact on the depuration process 1.8 list the signs that indicate shellfish are purging.

<b>Learning outcome</b>
The learner will: 2 Know how to unload shellfish from depuration
<b>Assessment criteria</b>
The learner can: 2.1 state the environmental conditions required for effective depuration 2.2 state the legal requirements controlling the depuration and despatch of shellfish 2.3 outline HACCP and critical control points relevant to depuration, storage and despatch of live shellfish 2.4 describe how shellfish become stressed and the importance of minimising that stress 2.5 describe the storage conditions required to maintain quality of live shellfish 2.6 state the significance of re-contamination to public health 2.7 state the legal time requirements for depuration 2.8 describe the legal requirements controlling the dispatch of shellfish.

## Unit 084

# Understand how to carry out task hand-over procedures in food manufacture

<b>UAN:</b>	<b>F/601/8317</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the PO.112K Understand how to carry out task hand-over procedures in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to carry out task hand-over procedures, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out task hand-over procedures in food manufacture. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know how to carry out task hand-over procedures
<b>Assessment criteria</b>
The learner can: 1.1 describe the production schedules and the operation of the quality systems relevant to the work area 1.2 explain the specified machine settings to meet quality standards and what may happen if they are not met 1.3 state the origins and destinations of materials and products 1.4 describe the importance of accurately, a. providing or obtaining information b. interpreting information 1.5 outline the consequences of using inaccurate information.

## Unit 085

# Understand how to contribute to continuous improvement for achieving excellence in food operations

<b>UAN:</b>	<b>Y/601/2930</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the QI.206K Understand how to contribute to continuous improvement for achieving excellence in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to continuous improvement for achieving excellence, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to continuous improvement for achieving excellence in food operations. It can be assessed on or off the job.</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>



<b>Learning outcome</b>
The learner will: 1 Know about the importance of continuous improvement in food operations
<b>Assessment criteria</b>
The learner can: 1.1 state which work area/food operations activity is to be considered for continuous improvement practice 1.2 outline the health, safety and hygiene requirements of the area in which the continuous improvement activity is to be carried out 1.3 state why continuous improvement is necessary and what the potential benefits are 1.4 describe the food operations activity considered for review 1.5 outline the importance of planning improvements.

<b>Learning outcome</b>
The learner will: 2 Know about the resources and measures to support a continuous improvement activity in food operations
<b>Assessment criteria</b>
The learner can: 2.1 state the required production/activity rate for the operations activity 2.2 outline the resources required by the operations activity 2.3 outline the potential sources of waste associated with the operations activity 2.4 state the measures available to control waste 2.5 state the improvement targets and objectives set for the work operation 2.6 state the role of standard operating procedures in contributing to continuous improvement.

<b>Learning outcome</b>
The learner will: 3 Know how to support and communicate continuous improvement activity in food operations
<b>Assessment criteria</b>
The learner can: 3.1 outline how own knowledge and experience can add value to the improvement process 3.2 describe how to support the identification of potential improvements 3.3 describe how to identify problems and opportunities for solving them 3.4 describe how to contribute to discussions and respond to possible disagreements in a positive and constructive manner 3.5 state the extent of own authority, and the person to report to in the event of problems that cannot be resolved 3.6 state how improvements are communicated in own work area 3.7 outline how to provide information to support the evaluation of improvement activities.

## Unit 086

# Understand how to contribute to environmental safety in food operations

<b>UAN:</b>	<b>M/601/2920</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the HS.202K Understand how to contribute to environmental safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to environmental safety, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to environmental safety in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know how to comply with requirements
<b>Assessment criteria</b>
The learner can: 1.1 describe the reporting procedures for environmental incidents 1.2 outline the organisational and legislative requirements relating to environmental damage.

<b>Learning outcome</b>
The learner will: 2 Know how to recognise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 describe the different types of environmental damage 2.2 outline the types of damage that may occur 2.3 explain the impact that damage can have on the environment, and what corrective actions can be taken.

<b>Learning outcome</b>
The learner will: 3 Know how to work in a way that reduces environmental damage
<b>Assessment criteria</b>
The learner can: 3.1 explain how to choose the most suitable materials and equipment, given the nature of the work activity, and its potential impact on the environment 3.2 describe the different methods that can be used to minimise environmental damage 3.3 describe how to dispose of waste in ways that minimise the risk to the environment.

## Unit 087

# Understand how to contribute to problem diagnosis in food manufacture

<b>UAN:</b>	<b>D/601/2945</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.126K Understand how to contribute to problem diagnosis in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to problem diagnosis 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem diagnosis 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>

**Learning outcome**

The learner will:

- 1 Know how to contribute to identifying problems in your area of work

**Assessment criteria**

The learner can:

- 1.1 outline the importance of contributing to problem solving is important
- 1.2 detail how to recognise differences from specification
- 1.3 outline the relevant operating procedures
- 1.4 detail operating problems and their possible effect on other operations
- 1.5 state how to help investigate problems in a safe and cost-effective manner and why it is important to do so
- 1.6 state how to assist the team or individual define and verify the root cause of a problem.

**Learning outcome**

The learner will:

- 2 Know how to contribute to analysing and reporting problems within your work area

**Assessment criteria**

The learner can:

- 2.1 state how to use any relevant tools and test equipment
- 2.2 detail different methods can be used to gather evidence about problems
- 2.3 outline how to help analyse problems to determine their nature, cause and effects
- 2.4 detail lines and methods of effective communication and why it is important to use them
- 2.5 state documentation requirements and why it is important to meet them.

## Unit 088

# Understand how to contribute to problem resolution in food manufacture

<b>UAN:</b>	<b>K/601/2947</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the PO.128K Understand how to contribute to problem resolution in a food environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to contribute to problem resolution 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem resolution in food manufacture. It can be assessed on or off the job.</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>

**Learning outcome**

The learner will:

- 1 Know how to contribute to problems in your area of work and how to communicate to colleagues

**Assessment criteria**

The learner can:

- 1.1 state operating problems and their possible effect on other operations
- 1.2 detail the operating procedures
- 1.3 state why it is important to record and communicate problems
- 1.4 detail the lines and methods of effective communication and why it is important to use them.

**Learning outcome**

The learner will:

- 2 Know how to contribute to identifying resolutions to problems

**Assessment criteria**

The learner can:

- 2.1 outline factors to take into consideration when contributing to selecting solutions
- 2.2 state how to help:
  - a. recognise both temporary and permanent solutions, deciding which should be used
  - b. assess the impact of solutions on other operations
  - c. analyse problems in a systematic way
  - d. overcome problems and restore operations in an effective way
- 2.3 state how to monitor product integrity when overcoming problems and how they have been overcome
- 2.4 state how to evaluate the effectiveness of the solutions implemented.

## Unit 089

# Understand how to contribute to the effectiveness of food retail operations

<b>UAN:</b>	<b>K/601/5248</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the SO.402K Understand how to contribute to the effectiveness of food retail operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to contribute to the effectiveness of food retail operations, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the effectiveness of 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>



<b>Learning outcome</b>
The learner will: 1 Know how to organise work activities to optimise effectiveness
<b>Assessment criteria</b>
The learner can: 1.1 describe how and where to get relevant work instructions, schedules and specifications 1.2 outline the importance of organising activities within a schedule to the best results 1.3 describe how to organise work activities efficiently and alter these if there are changes in retail needs 1.4 describe how to organise work activities so that products are always at their best when they are sold 1.5 state where and when to get help and advice 1.6 outline the lines and methods and importance of effective communication.

<b>Learning outcome</b>
The learner will: 2 Know how to contribute to the improvement of retail operations
<b>Assessment criteria</b>
The learner can: 2.1 describe how, where and when to make helpful suggestions for possible improvements to retail operations 2.2 explain why continuous improvement is necessary and the benefits arising from it 2.3 describe how to identify the short and long term benefits from improvements.

## Unit 090

# Understand how to contribute to the maintenance of plant and equipment in food operations

<b>UAN:</b>	<b>A/601/2922</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the EM.108K Understand how to contribute to the maintenance of plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to contribute to the maintenance of plant and equipment, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the maintenance of plant and equipment in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know about preparing for maintenance
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of working to the health and safety and food safety standards 1.2 describe the activities that can be carried out within own limits of authority 1.3 list the equipment required for maintenance 1.4 describe the importance of meeting maintenance documentation requirements 1.5 outline how to make the plant or equipment safe before maintenance 1.6 describe how to access types of information to aid maintenance.

<b>Learning outcome</b>
The learner will: 2 Know how to carry out maintenance
<b>Assessment criteria</b>
The learner can: 2.1 outline how and when to carry out maintenance activities 2.2 describe how the tools and equipment selected are used to complete the tasks 2.3 describe how to communicate events and issues to relevant people 2.4 state the procedure for carrying out the maintenance event hygienically 2.5 describe how available information is used to aid the maintenance 2.6 state how to record an event in the maintenance log.

<b>Learning outcome</b>
The learner will: 3 Know how to deal with maintenance issues and problems
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of maintenance and implications for not carrying it out 3.2 explain why materials, tools and equipment must be fit for purpose, and how to deal with any defects 3.3 describe what to do if there are unexpected problems during maintenance 3.4 describe the effects different of types maintenance have on the operations 3.5 explain how planned maintenance can reduce downtime.

<b>Learning outcome</b>
The learner will: 4 Know how to complete maintenance procedures
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of minimising waste 4.2 outline how to dispose of waste safely and effectively 4.3 explain the importance of leaving plant and equipment safe, clean and tidy for future use 4.4 explain how to check the effectiveness of maintenance activities.

## Unit 091

# Understand how to control defrosting in food manufacture

<b>UAN:</b>	<b>D/601/4663</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the PO.231K Understand how to control defrosting in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control defrosting, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling defrosting in food manufacture. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare for the defrosting process
<b>Assessment criteria</b>
The learner can: 1.1 describe the methods used to defrost 1.2 describe the facilities, services and process requirements of defrosting operations 1.3 describe how to obtain and interpret the defrosting specifications 1.4 describe how to prepare defrosting facilities for operation 1.5 explain how labelling and traceability are relevant to defrosting and why they are important 1.6 state the limits of their own authority and competence and why it is important to work within those limits.

<b>Learning outcome</b>
The learner will: 2 Know how to maintain high standards of quality during the defrosting process
<b>Assessment criteria</b>
The learner can: 2.1 explain how to monitor the defrosting process and why it is important 2.2 describe how defrosted product should be handled to maintain condition and quality 2.3 state the action to take when the process specification is not met 2.4 describe how to assess the quality of frozen and defrosted products 2.5 state the causes of poor-quality frozen products 2.6 outline the common quality problems and their likely causes.

<b>Learning outcome</b>
The learner will: 3 Know how to complete the defrosting process
<b>Assessment criteria</b>
The learner can: 3.1 explain the action to take when the process specification is not met 3.2 describe how to dispose of waste according to specified procedures and why it is important to do so 3.3 state how to carry out types of recording, reporting and communication needed 3.4 describe the importance of reporting, recording and communications to specified procedures.

## Unit 092

## Understand how to control fish/shellfish defrosting

<b>UAN:</b>	<b>F/602/0536</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the FP.110K Understand how to control fish or shellfish defrosting National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control fish or shellfish defrosting, according to job role, in a fish/shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling fish or shellfish defrosting, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for defrosting fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 outline the facilities and methods required to defrost fish 1.2 describe the process requirements for the controlled defrosting of fish 1.3 describe the labelling and traceability arrangements for the defrosting of fish 1.4 state why it is important to work within limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to defrost fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain and interpret the defrosting specifications 2.2 describe how to prepare defrosting facilities for operation.

<b>Learning outcome</b>
The learner will: 3 Know how to defrost fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 describe how to assess the quality of frozen fish and fish products 3.2 state why it is important to monitor the fish defrosting process 3.3 describe how defrosted fish should be handled to maintain condition and quality 3.4 state why it is important to follow organisational procedures 3.5 describe the handling methods that maintain the condition of fish.

<b>Learning outcome</b>
The learner will: 4 Know how to finish the defrosting process
<b>Assessment criteria</b>
The learner can: 4.1 describe the common quality problems and their likely causes 4.2 outline the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to specified procedures.



## Unit 093

# Understand how to control hygiene cleaning in food operations

<b>UAN:</b>	<b>M/601/8300</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to the SO.114K Understand how to control hygiene cleaning in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control hygiene cleaning, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling hygiene cleaning in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Understand the requirements of hygiene cleaning in food operations
<b>Assessment criteria</b>
The learner can: 1.1 describe the types of unexpected situations that may occur when cleaning and how to deal with them 1.2 state when a permit to work is required and what might happen if it is not obtained before cleaning starts 1.3 outline the importance of following company standards for the sequence of cleaning 1.4 state the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done 1.5 outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare for hygiene cleaning in food operations safely
<b>Assessment criteria</b>
The learner can: 2.1 outline the importance of organising and coordinating the cleaning process 2.2 state how to use cleaning instructions and the risks involved in not following them 2.3 outline the precautions to take to ensure that the product is not contaminated by cleaning materials and what to do if it is.

<b>Learning outcome</b>
The learner will: 3 Understand how to carry out hygiene cleaning in food operations safely
<b>Assessment criteria</b>
The learner can: 3.1 state how to check personal protective clothing (PPE) is fit for purpose and how to use it 3.2 outline what will happen if PPE is not used and what to do with equipment that is unfit for use 3.3 state how to use guards and warning notices and the possible consequences of not doing so 3.4 describe how to ensure the complete removal of cleaning materials and what may happen if this is not done 3.5 state the actions to take if the cleaning cannot be completed within specified times.

**Learning outcome**

The learner will:

- 4 Understand how to complete hygiene cleaning in food operations safely

**Assessment criteria**

The learner can:

- 4.1 state reasons for sampling and what may happen if it is not carried out according to specified procedures
- 4.2 outline the specified waste disposal procedures and what may happen if they are not followed
- 4.3 outline the special precautions that need to be taken regarding potentially hazardous waste and what to do if something goes wrong
- 4.4 describe the importance of identifying, reporting and handling any signs of:
  - a. contamination
  - b. damage
  - c. environmental concerns
- 4.5 state the importance of keeping records and what might happen if this is not done
- 4.6 state the importance of communicating and what may happen if this is not done.

## Unit 094

# Understand how to control processes in food manufacture

<b>UAN:</b>	<b>Y/601/4614</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the PO.222K Understand how to control processes in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control processes, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling processes in food manufacture It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know about the requirements for controlling processes
<b>Assessment criteria</b>
The learner can: 1.1 state the purpose and importance of the process 1.2 describe how to obtain the necessary resources for the process 1.3 state what recording, reporting and communication is needed during processing 1.4 outline the importance of communication during process control 1.5 describe how to follow work instructions and why it is important to do so 1.6 state the limits of your own authority and competence and the importance of working within them 1.7 outline when and how to seek help.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare control processes
<b>Assessment criteria</b>
The learner can: 2.1 state types and quantity of materials to use 2.2 state what equipment and tools to use and their correct condition 2.3 outline how to obtain and interpret the relevant process or ingredient specification 2.4 describe what action to take when the process specification is not met 2.5 describe how to carry out the necessary pre-start checks and why it is important to do so 2.6 describe how to follow the start-up procedures for the process and why it is important to do so.

<b>Learning outcome</b>
The learner will: 3 Know how to carry out process control procedures
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of following the relevant process control procedures and the importance of this 3.2 outline different ways to carry out the process 3.3 describe how to operate, regulate and shut down the relevant equipment 3.4 describe how to carry out the process in an efficient manner and why it is important to do so 3.5 list the common sources of contamination during processing and how to avoid these and describe what might happen if this is not done 3.6 outline the consequences of contamination in processing.

<b>Learning outcome</b>
The learner will: 4 Know how to complete process control procedures
<b>Assessment criteria</b>
The learner can: 4.1 describe how to deal with items that can be recycled or re-worked 4.2 describe how to dispose of waste and why it is important to do so 4.3 state how to make equipment ready for future use.

## Unit 095

# Understand how to control shellfish depuration processing

<b>UAN:</b>	<b>K/602/1700</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to the FP.143K Understand how to control shellfish depuration production National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control shellfish depuration processing, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling shellfish depuration processing. 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>

<b>Learning outcome</b>
The learner will: 1 Know the procedures for effective shellfish depuration operations
<b>Assessment criteria</b>
The learner can: 1.1 explain the principles of depuration as a process of purifying shellfish 1.2 describe the production capabilities and characteristics of the depuration system 1.3 summarise the importance of keeping accurate records of the shellfish depuration process 1.4 list shellfish and seawater classifications 1.5 explain the purification requirements of different shellfish and seawater classifications 1.6 describe the resources required to complete the depuration process 1.7 explain how to monitor and maintain shellfish in depuration 1.8 describe the labelling requirements for shellfish dispatch.

<b>Learning outcome</b>
The learner will: 2 Know the legal and regulatory requirements for shellfish depuration
<b>Assessment criteria</b>
The learner can: 2.1 state the relevant legal and regulatory codes that apply to shellfish depuration 2.2 describe the environmental conditions required to support shellfish purification 2.3 list the food safety requirements for dispatch centres for shellfish 2.4 state the personal hygiene requirements for dispatch centres for shellfish 2.5 explain HACCP and its application as a system for managing food safety 2.6 describe shellfish welfare requirements and how these are maintained during depuration 2.7 describe the storage and handling requirements of purified shellfish.



## Unit 096

# Understand how to control shellfish meat extraction operations

<b>UAN:</b>	<b>L/602/1687</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.132K Understand how to control shellfish meat extraction operations National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control shellfish meat extraction operations, according to job role, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling shellfish meat extraction 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for extracting shellfish meat
<b>Assessment criteria</b>
The learner can: 1.1 outline the principles of the extraction process 1.2 state the equipment required to extract shellfish meat 1.3 describe the labelling and traceability relevant to the shellfish meat extraction 1.4 state why it is important to work within limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to extract shellfish meat
<b>Assessment criteria</b>
The learner can: 2.1 outline how to assess the quality of shellfish meat 2.2 describe how to prepare extraction equipment for operation 2.3 describe how shellfish are prepared for meat extraction 2.4 outline how failures in preparation can affect the extraction process.

<b>Learning outcome</b>
The learner will: 3 Know how to extract shellfish meat
<b>Assessment criteria</b>
The learner can: 3.1 describe how to present shellfish meat and the effect of presentation on quality 3.2 state how shell can contaminate shellfish meat and methods of control 3.3 outline how to monitor the quality of extracted meat and the importance of this process 3.4 state how to identify extracted meat which is appropriate for whole products 3.5 describe how shellfish meat should be handled to maintain condition and quality.

<b>Learning outcome</b>
The learner will: 4 Know how to finish extracting shellfish meat
<b>Assessment criteria</b>
The learner can: 4.1 describe the common quality problems and their likely causes 4.2 outline the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to specified procedures.

## Unit 097

## Understand how to control the dry curing of fish

<b>UAN:</b>	<b>A/602/0549</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the FP.120K Understand how to control the fish smoking process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who control the dry curing of fish, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when dry curing fish. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for controlling the dry curing of fish
<b>Assessment criteria</b>
The learner can: 1.1 outline the dry curing process, including the different methods that are used to process fish 1.2 describe the facilities required to dry cure fish 1.3 describe the labelling and traceability arrangements for the curing of fish 1.4 describe the limits of own authority and competence and the importance of working within those limits 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to dry cure fish
<b>Assessment criteria</b>
The learner can: 2.1 state how dry curing can affect product yields 2.2 describe how the quality of the cure can affect the quality of the product 2.3 state how to prepare curing facilities for operation 2.4 describe the curing materials, including their preparation and application 2.5 describe how to assess the quality of cures.

<b>Learning outcome</b>
The learner will: 3 Know how to dry-cure fish
<b>Assessment criteria</b>
The learner can: 3.1 outline the effects of the cure on fish flesh during the curing process 3.2 describe how fish quality and temperature can affect the curing process 3.3 state how flesh oil content and fillet size affect curing times 3.4 state how to monitor the curing process and the importance of monitoring 3.5 describe how and why excess cure should be removed before fish is forwarded to the next stage in production and the reason for doing this.

**Learning outcome**

The learner will:

- 4 Know how to finish the curing process

**Assessment criteria**

The learner can:

- 4.1 outline how to assess the quality of cured fish
- 4.2 describe how cured fish should be handled to maintain condition and quality
- 4.3 state the uses of cured fish in further process operations
- 4.4 describe the action to take when the process specification is not met
- 4.5 describe how to dispose of waste according to specified procedures and the importance of this action.

## Unit 098

# Understand how to control the fish/shellfish brining process

<b>UAN:</b>	<b>K/602/0546</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the FP.118K Understand how to control the fish or shellfish brining process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control the fish or shellfish brining process, according to job role, in a fish/shellfish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling the fish or shellfish brining process, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Understand the requirements for controlling the fish/shellfish brining process
<b>Assessment criteria</b>
The learner can: 1.1 state the facilities and equipment required to brine fish/shellfish 1.2 outline how to obtain fish/shellfish of satisfactory quality for brining 1.3 describe the limits of own authority and competence and the importance of working within those limits 1.4 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Understand how to prepare to brine fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain the brining specifications 2.2 describe how to prepare brining facilities for operation 2.3 describe how to obtain salt, water and other ingredients used in brine production 2.4 describe how to prepare brines of different strengths 2.5 outline how to use a brinometer to measure brine strength.

<b>Learning outcome</b>
The learner will: 3 Understand how to brine fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 state how brining times are controlled to meet specification 3.2 outline the importance of monitoring the quality and temperature fish/shellfish during brining 3.3 describe how to maintain brining conditions during brining.



<b>Learning outcome</b>
The learner will: 4 Understand how to finish the brining process
<b>Assessment criteria</b>
The learner can: 4.1 outline how to identify brined fish/shellfish that is of unsatisfactory quality 4.2 state how brined fish/shellfish should be handled and moved to maintain condition and quality 4.3 describe the action to take when the process specification is not met 4.4 state why it is important to dispose of waste according to specified procedures 4.5 outline what conditions are required for storing brined fish/shellfish for the next stage in processing.

## Unit 099

# Understand how to control the fish/shellfish marinating process

<b>UAN:</b>	<b>L/602/0572</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the FP.124K Understand how to control the fish or shellfish marinating process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control the fish or shellfish marinating process, according to job role, in a fish/shellfish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling the fish or shellfish marinating process, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for marinating fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 state the facilities required to marinate fish/shellfish 1.2 describe the labelling and traceability arrangements for the marinating of fish/shellfish 1.3 state why it is important to work within limits of own authority and competence 1.4 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to marinate fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 outline how to prepare marinades 2.2 state how to prepare the facilities used for marinating 2.3 state how to assess the quality of materials used in marinade production 2.4 describe how to check the quality of marinades 2.5 outline how fish/shellfish quality can affect the marinating process.

<b>Learning outcome</b>
The learner will: 3 Know how to marinate fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 outline the effects that marinades have on fish/shellfish flesh 3.2 outline the effects of fish/shellfish flesh oil content and fillet/meat size on the marinating process 3.3 describe the methods used to hold fish/shellfish in the marinade 3.4 describe how to assess the quality of marinated fish/shellfish 3.5 describe how marinated fish/shellfish should be handled to maintain condition and quality.

<b>Learning outcome</b>
The learner will: 4 Know how to finish the marinating process
<b>Assessment criteria</b>
The learner can: 4.1 state the common quality problems and their likely causes 4.2 describe the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to organisation's procedures.

## Unit 100

# Understand how to control the fish/shellfish smoking process

<b>UAN:</b>	<b>L/602/0569</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the FP.122K Understand how to control the fish or shellfish smoking process National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control the fish or shellfish smoking process, according to job role, in a fish/shellfish processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling the fish or shellfish smoking process, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for controlling the fish/shellfish smoking process
<b>Assessment criteria</b>
The learner can: 1.1 state the facilities and equipment required to smoke fish/shellfish 1.2 describe the process requirements of hot and cold smoking 1.3 outline the labelling and traceability arrangements for the smoking of fish/shellfish 1.4 state why it is important to work within limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to smoke fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 state the impact of the smoking process on yield 2.2 describe the different types of wood used in smoke generation 2.3 describe how wood quality can affect the smoking process 2.4 outline the fire risks associated with smoke generation 2.5 state how to obtain and interpret the smoking specifications 2.6 state why fish/shellfish must be brined/salted in preparation for smoking.

<b>Learning outcome</b>
The learner will: 3 Know how to smoke fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 describe how the smoking kiln is prepared, controlled and operated 3.2 outline the methods used to hold fish/shellfish in a smoking kiln 3.3 describe how the following affect the characteristics of smoked products: a. fish/shellfish flesh oil content b. temperature c. air flow d. humidity e. smoking times 3.4 state how to monitor the smoking process and the importance of monitoring 3.5 describe how the appearance and flavour of the smoked product will vary, depending on smoking times and fuel types 3.6 outline how smoked fish/shellfish should be handled to maintain condition and quality.

<b>Learning outcome</b>
The learner will: 4 Know how to finish the smoking process
<b>Assessment criteria</b>
The learner can: 4.1 describe the common quality problems and their likely causes 4.2 state the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to specified procedures.

## Unit 101

# Understand how to control washing and drying machinery in food operations

<b>UAN:</b>	<b>T/601/4670</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.108K Understand how to control washing and drying machinery in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to control washing and drying machinery, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling washing and drying machinery in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
1 Know about controlling washing and drying machinery according to specifications and procedures
<b>Assessment criteria</b>
The learner can:
1.1 outline how to follow procedures for setting up, starting up, controlling and shutting down washing and drying machinery
1.2 describe where to access procedures and why it is important to follow them
1.3 outline the importance of recognising the correct settings for the types of items to be washed and dried
1.4 explain the importance of checking that items have been washed and dried
1.5 describe the limits of own authority and why it is important to work within them
1.6 state the procedures for communicating, reporting and recording and the importance of following them.

<b>Learning outcome</b>
The learner will:
2 Know how to deal with problems during the washing and drying process
<b>Assessment criteria</b>
The learner can:
2.1 explain how to recognise and deal with items that do not meet specification by isolating and reporting for maintenance or replacement
2.2 outline the importance of working within procedures
2.3 describe common sources of item damage during washing and drying
2.4 describe how to avoid damaging items and what might happen if this is not done.



## Unit 102

# Understand how to deal effectively with waste in food operations

<b>UAN:</b>	<b>R/602/0637</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the SO.302K Understand how to deal effectively with waste in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to deal effectively with waste, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when dealing effectively with waste 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>

<b>Learning outcome</b>
The learner will: 1 Know about the different forms of waste
<b>Assessment criteria</b>
The learner can: 1.1 identify different forms of waste, to include: a. solid b. liquid c. hazardous d. recyclable 1.2 identify types of hazardous waste, to include: a. unfit for human consumption b. health and safety c. legally restricted 1.3 outline the importance of separating waste into types 1.4 describe how waste can be a source of contamination and cross-contamination 1.5 state why some types of waste can be a valuable source of income 1.6 outline the cost of waste, to include: a. penalty fees b. reduction in yield 1.7 describe how to handle waste which is to be re-worked.

<b>Learning outcome</b>
The learner will: 2 Know about the procedures for handling and dealing with different types of waste
<b>Assessment criteria</b>
The learner can: 2.1 state the procedures for handling waste in production areas 2.2 state the procedures for dealing with different types of hazardous waste 2.3 state the procedures for dealing with waste intended for recycling 2.4 outline the procedures for handling waste for rework or for further processing for human consumption and problems associated with this.

<b>Learning outcome</b>
The learner will: 3 Know how to deal with waste safely
<b>Assessment criteria</b>
The learner can: 3.1 outline how to use personal protective equipment when handling waste 3.2 describe the hazards involved in the handling of waste 3.3 outline hygiene and food safety problems associated with handling waste 3.4 describe when to use extra cleaning materials and quantities required.

<b>Learning outcome</b>
The learner will: 4 Know about the legal requirements for waste management
<b>Assessment criteria</b>
The learner can: 4.1 state the legal requirements for dealing with waste in food production areas 4.2 outline why keeping records of waste is important.

## Unit 103

## Understand how to display fish/shellfish in a sales environment

<b>UAN:</b>	<b>D/602/1712</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the FP.147K Understand how to display fish or shellfish in a sales environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who display fish or shellfish for sale in a wholesale or sales business, according to their job role.</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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when displaying fish or shellfish for sale in a wholesale or sales 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for displaying fish/shellfish in sales
<b>Assessment criteria</b>
The learner can: 1.1 outline the company procedures for display including use of ice and separation of products 1.2 describe the practices for maximising product quality and shelf life 1.3 state where to source information and knowledge about products available for display 1.4 outline the regulatory and operational requirements for labels 1.5 state where to source information and knowledge about allergens and other health issues related to the display.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to display fish/shellfish in sales
<b>Assessment criteria</b>
The learner can: 2.1 outline how to review the display area before assembling materials and why this is important 2.2 state how to estimate the quantities and sizes of products for display and why this is important 2.3 outline how to apply business guidance or procedures in the preparation of displays 2.4 describe any specific objectives which impact on display including: a. promotions b. appeals c. seasonal products 2.5 outline any specific accessories which can be used to enhance the display 2.6 state how to source information for product labelling and other display information.

<b>Learning outcome</b>
The learner will: 3 Know how to display fish/shellfish in sales
<b>Assessment criteria</b>
The learner can: 3.1 state how to check the accuracy of product and information labels 3.2 describe how to position labels with the correct information and why this is important 3.3 outline how to recognise and reject/isolate products which do not meet specification for sale 3.4 describe how to update or change displays to maintain effectiveness of the display 3.5 state the procedures for stock rotation and the importance of following them 3.6 outline what actions are required in case of display equipment or accessory failure 3.7 state how to collect and record display monitoring data.

<b>Learning outcome</b>
The learner will: 4 Know how to dismantle and clean displays in sales
<b>Assessment criteria</b>
The learner can: 4.1 outline the procedures for dismantling the display, storage and disposal of products 4.2 state why it is important to dispose of waste according to specified procedures 4.3 outline the importance of safe handling and application of cleaning materials and why a cleaning schedule should be followed 4.4 state your role in maintain food safety and compliance with the food safety management or HACCP plan.

## Unit 104

## Understand how to extract shellfish meat by hand

<b>UAN:</b>	<b>M/602/0581</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.130K Understand how to extract shellfish meat by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who extract shellfish meat by hand, according to job role, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when extracting shellfish meat by hand. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for extracting shellfish meat by hand
<b>Assessment criteria</b>
The learner can: 1.1 outline the tools and equipment required for the hand-extraction of shellfish meat 1.2 describe the batch control and traceability procedures 1.3 state why it is important to work within limits of own authority and competence 1.4 describe how to carry out, and the importance of, recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to extract shellfish meat by hand
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain the relevant process and quality specifications 2.2 state how to interpret the relevant process and quality specifications 2.3 describe how to prepare and maintain work-stations to ensure conditions suitable for shellfish meat extraction 2.4 outline how to maintain tools and equipment to ensure conditions suitable for extracting shellfish meat.

<b>Learning outcome</b>
The learner will: 3 Know how to extract shellfish meat by hand
<b>Assessment criteria</b>
The learner can: 3.1 state how to identify commonly used shellfish species 3.2 outline those parts of the shellfish that must be discarded 3.3 describe how to extract shellfish meat to maximise yield 3.4 state how to assess the quality of cooked shellfish meat 3.5 describe how to check for pieces of shell in extracted shellfish meat 3.6 describe how to remove all shell parts from meat and the importance of this.



<b>Learning outcome</b>
The learner will: 4 Know how to finish extracting shellfish meat by hand
<b>Assessment criteria</b>
The learner can: 4.1 state the common quality problems associated with cooked shellfish meat extraction and their causes 4.2 state the action to take when the process specification is not met 4.3 describe how to deal with shellfish which is not fit for use 4.4 describe the parts of the shellfish that can be re-worked and recycled 4.5 state why it is important to dispose of waste according to specified procedures.

## Unit 105

## Understand how to fill or extrude meat and meat-based mixtures

<b>UAN:</b>	<b>D/601/4677</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the MP.218K Understand how to fill or extrude meat and meat-based mixtures National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to fill or extrude meat and meat-based mixtures, in a meat processing 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when filling or extruding meat and meat-based mixtures. It can be assessed on or off the job.</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>

**Learning outcome**

The learner will:

- 1 Understand how to prepare to fill or extrude meat

**Assessment criteria**

The learner can:

- 1.1 list types of filled or extruded products
- 1.2 state the purpose of carrying out filling or extrusion
- 1.3 list containers used in the filling or extrusion process
- 1.4 describe methods of filling or extrusion of meat or meat-based materials
- 1.5 describe equipment used in the filling or extrusion process
- 1.6 state the regulations relevant to filled or extruded meat products
- 1.7 describe the process controls involved in the filling or extrusion process.

**Learning outcome**

The learner will:

- 2 Know how to fill or extrude meat or meat based mixtures

**Assessment criteria**

The learner can:

- 2.1 state the importance of maintaining a steady pace of production
- 2.2 describe the importance of maintaining a steady pressure in the filling or extrusion process
- 2.3 describe faults that may occur in the filling or extrusion system including:
  - a. under fill
  - b. over fill
  - c. air locks
  - d. burst containers
- 2.4 state the company procedure for dealing with common faults in the filling or extrusion system
- 2.5 describe the importance of feeding materials effectively into the filling or extrusion machinery and equipment
- 2.6 state the importance of controlling the discharge of filled or extruded material
- 2.7 state company procedures for setting up and starting up filling or extrusion equipment.

## Unit 106

## Understand how to fillet fish by hand

<b>UAN:</b>	<b>F/602/0522</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the FP.102K Understand how to fillet fish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who fillet fish by hand, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when filleting fish. 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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to fillet fish by hand
<b>Assessment criteria</b>
The learner can: 1.1 list the personal protective equipment needed for hand filleting 1.2 list the tools and equipment needed for hand filleting 1.3 state company procedures to meet legal and regulatory requirements when filleting fish by hand.

<b>Learning outcome</b>
The learner will: 2 Know how to fillet fish by hand
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain and interpret process and quality specifications for filleting fish 2.2 outline how to identify commonly used fish species 2.3 describe how to fillet round and flat fish to achieve maximum yield 2.4 describe the body skeletal structure of round and flat fish commonly used in processing 2.5 list the cuts needed to produce single and butterfly fillets 2.6 outline how to assess the quality of whole fish and fish fillets 2.7 list common quality problems associated with hand fillets and likely causes 2.8 state the importance of accuracy during filleting.

<b>Learning outcome</b>
The learner will: 3 Know how to maintain tools and the workstation
<b>Assessment criteria</b>
The learner can: 3.1 describe how to sharpen, maintain and store knives 3.2 state how to prepare and maintain work stations in a condition suitable for hand filleting 3.3 state how to deal with fish which is not fit for use 3.4 describe product control and traceability arrangements for filleting operations.

<b>Learning outcome</b>
The learner will: 4 Know how to finish hand filleting
<b>Assessment criteria</b>
The learner can: 4.1 state what action to take when the process specification is not met 4.2 list what parts of the filleted fish frame can be reworked and recycled 4.3 state how to dispose of waste following company procedures 4.4 state the limits of own authority and competence 4.5 describe the importance of working within the limits of own authority and competence 4.6 list the recording, reporting and communication requirements when filleting fish.

## Unit 107

## Understand how to grade fish/shellfish by hand

<b>UAN:</b>	<b>K/602/0529</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the FP.106K Understand how to grade fish or shellfish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who grade fish or shellfish by hand, according to job role, in a fish/shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when grading fish or shellfish, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for grading fish/shellfish by hand
<b>Assessment criteria</b>
The learner can: 1.1 describe the facilities required to grade fish /shellfish 1.2 outline the product control and traceability arrangements during grading operations 1.3 state why it is important to work within limits of own authority and competence 1.4 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to grade fish/shellfish by hand
<b>Assessment criteria</b>
The learner can: 2.1 describe how to obtain and interpret grading specifications 2.2 state how to prepare and maintain work areas used for grading.

<b>Learning outcome</b>
The learner will: 3 Know how to grade fish/shellfish by hand
<b>Assessment criteria</b>
The learner can: 3.1 outline how to identify commonly-processed fish/shellfish species 3.2 state how to grade by size 3.3 describe how to assess and grade by quality 3.4 outline the handling methods that maintain the quality and condition 3.5 state why accuracy during grading is important.

<b>Learning outcome</b>
The learner will: 4 Know how to finish grading fish/shellfish by hand
<b>Assessment criteria</b>
The learner can: 4.1 state the common quality problems and their likely causes 4.2 describe how to deal with fish/shellfish that is not fit for use 4.3 outline the action to take when the grading specification is not met 4.4 state why it is important to dispose of waste according to company procedures.



## Unit 108

## Understand how to gut and clean fish by hand

<b>UAN:</b>	<b>D/602/0575</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.126K Understand how to gut and clean fish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to gut and clean fish by hand, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when gutting and cleaning fish by hand. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for gutting and cleaning fish by hand
<b>Assessment criteria</b>
The learner can: 1.1 state the tools and equipment required for gutting and cleaning 1.2 outline the personal protective clothing required for hand processing 1.3 describe the product control and traceability arrangements during gutting operations 1.4 state why it is important to work within limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare for gutting operations
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain and interpret the relevant process specification 2.2 outline how to prepare and maintain work-stations to ensure conditions suitable for hand-processing 2.3 outline how to sharpen knives 2.4 describe the expected yields from the gutting process.

<b>Learning outcome</b>
The learner will: 3 Know how to gut and wash fish by hand
<b>Assessment criteria</b>
The learner can: 3.1 describe how to gut and wash fish to remove all internal organs 3.2 state why it is important to use potable water to clean fish 3.3 outline how to assess the quality of whole and gutted clean fish.

<b>Learning outcome</b>
The learner will: 4 Know how to finish gutting operations
<b>Assessment criteria</b>
The learner can: 4.1 outline the common quality problems associated with gutting and cleaning and their likely causes 4.2 state the action to take when the process specification is not met 4.3 state how to deal with fish that are not fit for use 4.4 describe the parts of the processed fish that can be re-worked and recycled 4.5 state why it is important to dispose of waste according to specified procedures 4.6 describe how to maintain and store knives.

## Unit 109

## Understand how to harvest fish for food supply

<b>UAN:</b>	<b>K/602/1695</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to the FP.139K Understand how to harvest fish for human consumption National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to harvest fish for food supply, in a fish harvesting or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when harvesting fish for food supply. 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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to harvest fish for food supply
<b>Assessment criteria</b>
The learner can: 1.1 state the health and safety requirements for harvesting fish 1.2 state the food hygiene requirements for harvesting fish for food supply 1.3 list own responsibilities under food hygiene requirements 1.4 describe the importance of conditioning fish in preparation for harvest 1.5 describe why fish that do not meet the harvesting specification must be controlled.

<b>Learning outcome</b>
The learner will: 2 Know how to harvest fish for food supply
<b>Assessment criteria</b>
The learner can: 2.1 describe the requirements for and methods of humane dispatch of fish 2.2 state how to store dead fish to maintain flesh quality 2.3 describe the use of ice to store dead fish in different environmental conditions 2.4 state the importance of minimising stress to fish during harvest 2.5 state the environmental legislation relevant to the disposal of waste 2.6 describe how food safety legislation controls the production of fish for human consumption 2.7 state the legal requirements that control the dispatch of fish 2.8 describe the importance of completing a harvest to meet customer requirements.

## Unit 110

## Understand how to intake fish/shellfish

<b>UAN:</b>	<b>H/602/0531</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the FP.108K Understand how to intake fish or shellfish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who intake fish or shellfish, according to job role, in a fish/shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when you intake fish or shellfish, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for the intake of fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 describe the facilities required to intake fish/shellfish 1.2 outline the labelling and traceability arrangements for the intake of fish/shellfish 1.3 outline why it is important to follow organisational intake procedures 1.4 state why it is important to work within limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to intake fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain the intake specifications 2.2 describe how to interpret the intake specifications 2.3 outline how to prepare and maintain work areas used for the intake of fish/shellfish 2.4 describe how fish/shellfish are transported to maintain condition and quality 2.5 state how to assess the condition of vehicles 2.6 outline how to assess condition of transportation materials and facilities.

<b>Learning outcome</b>
The learner will: 3 Know how to intake fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 state the handling methods that maintain the condition of fish/shellfish 3.2 describe how to identify fish/shellfish species 3.3 outline how to recognise fish/shellfish species by size and quality 3.4 describe how to sample batches of fish/shellfish 3.5 state the inspection methods relating to: a. temperature b. quality c. freshness d. condition e. labelling.

<b>Learning outcome</b>
4 Know how to finish the intake process
<b>Assessment criteria</b>
The learner can: 4.1 state the common quality problems and their likely causes 4.2 describe how to deal with non-conforming fish/shellfish that are not fit for use 4.3 outline the action to take when the process specification is not met 4.4 state why it is important to dispose of waste according to specified procedures.



## Unit 111

# Understand how to lift and handle materials safely in food operations

<b>UAN:</b>	<b>A/601/8302</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the HS.105K Understand lifting and handling materials safely in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who need to understand how to lift and handle materials safely 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when lifting and handling materials safely in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know the health and safety standards for lifting, moving and handling materials
<b>Assessment criteria</b>
The learner can: 1.1 state the health safety and food safety standards for moving and handling materials 1.2 state the importance of following relevant health safety and food safety standards 1.3 state the importance of wearing the appropriate personal protective equipment 1.4 state the importance of using the specified manual handling techniques 1.5 state safe lifting limits for yourself and any equipment that you use 1.6 outline the safety checks to be carried out on lifting equipment 1.7 state the importance of carrying out safety checks on lifting equipment.

<b>Learning outcome</b>
The learner will: 2 Knows how to move and handle materials
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of checking that the load is suitable to be moved 2.2 state the importance of using the right handling equipment for the task 2.3 state the importance of using specified transport routes 2.4 outline the hazards to yourself and others when moving and handling materials 2.5 state the action to be taken if materials or handling equipment are defective 2.6 state rules and procedures that apply to the different work areas that affect you when moving and handling materials.

<b>Learning outcome</b>
The learner will: 3 Know the limits of ones authority and communication methods
<b>Assessment criteria</b>
The learner can: 3.1 state the limits of own authority and competence 3.2 state why it is important to work within limits of own authority 3.3 state how to determine handling and moving requirements for: a. assistance b. equipment 3.4 describe methods of recording information 3.5 state why it is important to communicate information and methods used to do so.

## Unit 112

# Understand how to maintain product quality in food operations

<b>UAN:</b>	<b>H/601/2901</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the QI.102K Understand how to maintain product quality in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to maintain product quality, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining product quality in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know how to carry out quality checks
<b>Assessment criteria</b>
The learner can: 1.1 state the importance of carrying out quality checks 1.2 describe procedures to deal with non-conformance against the required standards 1.3 describe the limits of own authority when reporting quality checks.

<b>Learning outcome</b>
The learner will: 2 Know how to record and store information accurately
<b>Assessment criteria</b>
The learner can: 2.1 state why records should be kept securely 2.2 state the importance of maintaining accurate records.

<b>Learning outcome</b>
The learner will: 3 Know about the importance of communicating results
<b>Assessment criteria</b>
The learner can: 3.1 state the methods of communicating results of quality checks 3.2 describe the importance of working within own limits of responsibility.

## Unit 113

# Understand how to maintain workplace food safety standards in operations

<b>UAN:</b>	<b>M/601/2903</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the FS.104K Understand how to maintain workplace food safety in manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to maintain workplace food safety standards, in a food or animal feed 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining workplace food safety standards 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>

<b>Learning outcome</b>
The learner will: 1 Know the importance of safe food handling practices
<b>Assessment criteria</b>
The learner can: 1.1 outline the importance of food handling practices in maintaining food safety 1.2 describe how personal hygiene and behaviour affect food safety 1.3 explain the importance of treating and covering cuts, boils, skin infections and grazes 1.4 describe how to treat and cover cuts, boils, skin infections and grazes 1.5 explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety 1.6 describe the importance of keeping food at specified temperatures 1.7 outline the causes of food spoilage and how to recognise it 1.8 describe what action to take in order to reduce food spoilage.

<b>Learning outcome</b>
The learner will: 2 Know how to deal with pests and infestations
<b>Assessment criteria</b>
The learner can: 2.1 describe the main type of pests and infestations and how they occur 2.2 describe how to prevent infestation 2.3 describe how to recognise infestations 2.4 outline the procedures to follow on discovering infestation.

<b>Learning outcome</b>
The learner will: 3 Know the importance of minimising the risks of contamination and food poisoning
<b>Assessment criteria</b>
The learner can: 3.1 describe the types of product contamination, cross contamination and food poisoning: a. bacteria b. chemicals c. physical objects d. substances that cause allergic reactions 3.2 describe how to prevent contamination and cross contamination from occurring 3.3 explain how food poisoning enters food and factors that affect its growth 3.4 describe the symptoms of food poisoning 3.5 describe how to prevent food poisoning from occurring.

## Unit 114

# Understand how to maintain workplace health and safety in food operations

<b>UAN:</b>	<b>T/601/2918</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the HS.103K Understand workplace health and safety in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand workplace health and safety in food manufacture, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding workplace health and safety in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know the main safety risks and hazards in the working environment
<b>Assessment criteria</b>
The learner can: 1.1 describe how to define and identify health and safety hazards and risks in the workplace 1.2 list the main health risks in the workplace and steps that can be taken to control them 1.3 describe the most common causes of accidents in the work place and steps that help to prevent them 1.4 state the importance of safety notices and hazard warning signs 1.5 list the hazards, defects and faults that may arise in the workplace 1.6 state how to avoid or minimise the effects in the workplace of health and safety a. hazards b. defects c. faults 1.7 describe the range and care of personal protective equipment.

<b>Learning outcome</b>
The learner will: 2 Know the health and safety precautions and procedures in the workplace
<b>Assessment criteria</b>
The learner can: 2.1 list the safety precautions required in the workplace 2.2 describe safe working practices and the importance of following them 2.3 describe how to contact and obtain help from colleagues with first aid qualifications 2.4 outline the procedures that should be followed in different emergencies and why they should be followed 2.5 describe the importance of considering health and safety precautions when planning tasks 2.6 describe what might happen if tasks are planned without attention to health and safety precautions 2.7 state how to report accidents and incidents 2.8 describe the importance of reporting accidents and incidents following company procedures.



**Learning outcome**

The learner will:

3 Know the health and safety features of equipment and materials

**Assessment criteria**

The learner can:

- 3.1 list the rules and hazards associated with particular equipment
- 3.2 state the reasons for using specified tools and equipment
- 3.3 describe why tools and equipment should be maintained and stored correctly
- 3.4 describe how to isolate faulty and defective equipment
- 3.5 outline the importance of adjusting workplace equipment to suit the individual
- 3.6 list the hazardous substances that are in the workplace
- 3.7 describe steps that should be taken to protect individuals from hazardous substances in the workplace
- 3.8 describe storage methods for materials and chemicals.

## Unit 115

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

<b>UAN:</b>	<b>R/601/5292</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the SO.408K Understand how to maximise sales of food products in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<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>
<b>Assessment</b>	<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>

<b>Learning outcome</b>
The learner will: 1 Know how to confirm with required standards for displaying goods
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2 Know how to deal with problems in displaying goods
<b>Assessment criteria</b>
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: a. stock replenishment b. stock rotation c. stock monitoring d. dealing with sub-standard goods.

<b>Learning outcome</b>
The learner will: 3 Know how to assess and monitor displays
<b>Assessment criteria</b>
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 116

# Understand how to monitor and control the recovery and separation of by-products in food operations

<b>UAN:</b>	<b>J/602/0649</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	This unit is linked to the SO.306K Understand how to monitor and control the recovery of by-products and waste disposal in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to monitor and control the recovery and separation of by-products, 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and controlling the recovery and separation of by-products 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>

<b>Learning outcome</b>
The learner will: 1 Know how to monitor and control the recovery of by-products in food operations
<b>Assessment criteria</b>
The learner can: 1.1 outline the work practices to adopt and the policies, procedures and instructions to follow when controlling recovery 1.2 explain how operational requirements affect work practices 1.3 explain the statutory regulations applicable to the control and recovery of by-products and the importance of conforming to them 1.4 describe how to complete documentation and the importance of accurate records 1.5 outline the recording and reporting procedures 1.6 state who problems should be reported to.

<b>Learning outcome</b>
The learner will: 2 Know how to control and organise the separation of by-products
<b>Assessment criteria</b>
The learner can: 2.1 describe the types of, and uses for, by-products and waste, and the handling methods and techniques involved with each 2.2 explain why by-products and waste need to be separated into different categories 2.3 describe how to separate by-products and waste into the specified categories and what the categories are 2.4 describe the potential problems in organising and controlling the separation of by-products 2.5 outline the quality standards related to separating by-products 2.6 explain how to achieve the quality specification, to maximise yield and minimise waste 2.7 describe the effect quality specifications have on the product and the organisation.

<b>Learning outcome</b>
The learner will: 3 Know how to control and organise the recovery of by-products
<b>Assessment criteria</b>
The learner can: 3.1 describe how to recover, handle and store the different categories of by-products and waste 3.2 explain how to check by-products and waste and the importance of doing this 3.3 outline the further processes which the different categories of by-products can be subjected to 3.4 describe how to optimise future use and value of by-products 3.5 explain how to identify types of deficiencies that can occur, and how to take corrective action 3.6 explain by-product storage levels and requirements and how to check them 3.7 explain by-product and waste forwarding procedures and methods.

<b>Learning outcome</b>
The learner will: 4 Know how to control and organise the despatch of by-products
<b>Assessment criteria</b>
The learner can: 4.1 describe how to forward by-products to their specified destination 4.2 outline the despatch methods, policies and procedures 4.3 explain how to despatch separated by-products to maximise yield and minimise waste.

## Unit 117

# Understand how to monitor and control waste disposal in food operations

<b>UAN:</b>	<b>M/602/4517</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to the SO.306K Understand how to monitor and control the recovery of by-products and waste disposal in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to monitor and control waste disposal, 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and controlling waste disposal 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>

<b>Learning outcome</b>
The learner will: 1 Know how to monitor and control waste disposal in food operations
<b>Assessment criteria</b>
The learner can: 1.1 outline the work practices to adopt and policies, procedures and instructions to follow when controlling waste disposal 1.2 explain how operational requirements affect work practices 1.3 explain the statutory regulations, applicable to the control and disposal of waste, and the importance of conforming to them 1.4 describe how to complete documentation and explain why accurate records are important 1.5 outline the recording and reporting procedures 1.6 state who problems should be reported to.

<b>Learning outcome</b>
The learner will: 2 Know how to control and organise waste separation
<b>Assessment criteria</b>
The learner can: 2.1 explain how to identify and solve problems 2.2 explain what cross-contamination is and its effects on waste separation 2.3 explain how to evaluate the risks of cross-contamination and how to reduce them 2.4 explain what constitutes environmental nuisance and how it can be minimised or avoided 2.5 explain how to maximise yield and minimise waste and the effect this has on the product and on the organisation.

<b>Learning outcome</b>
The learner will: 3 Know how to control and organise the storage and handling of waste
<b>Assessment criteria</b>
The learner can: 3.1 describe how to handle and dispose of waste 3.2 describe how to deposit waste in the specified storage locations and the importance of this 3.3 outline the storage requirements of waste and how to check they are met 3.4 describe the monitoring requirements relating to storing waste 3.5 describe how to monitor the waste storage areas and the implications of poor maintenance 3.6 explain the potential effects of storing waste above specified levels and the importance of not doing so 3.7 explain the quality specifications to achieve and how handling and storage techniques affect them.



## Unit 118

# Understand how to monitor and improve environmental good practice in food operations

<b>UAN:</b>	<b>K/602/1714</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the HS.204K Understand how to monitor and improve environmental practice in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to monitor and improve environmental good practice, 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring and improving environmental good practice 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>

<b>Learning outcome</b>
The learner will: 1 Know how to follow organisational procedures for environmental good practice
<b>Assessment criteria</b>
The learner can: 1.1 explain organisational and legislative requirements relating to environmental damage 1.2 describe organisational policy relating to environmental good practice 1.3 describe levels of responsibilities of individual team members in relation to maintaining environmental good practice 1.4 explain why it is important not to exceed the limits of own authority.

<b>Learning outcome</b>
The learner will: 2 Know how to recognise environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 describe the types of pressures on the environment that may occur 2.2 explain how environmental pressures should be taken into account when planning work 2.3 describe the methods that can be used to minimise environmental damage 2.4 explain how the efficient use of resources contributes to maintaining environmental good practice.

<b>Learning outcome</b>
The learner will: 3 Know how to improve environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 explain why it is important to follow reporting procedures for environmental accidents and near misses 3.2 describe methods of presenting recommendations 3.3 explain how to create systems for presenting recommendations 3.4 explain why evaluating and reflecting on feedback concerning recommendations is important 3.5 describe how feedback can be used to shape further recommendations 3.6 describe how environmental good practice can be adopted or improved.

## Unit 119

# Understand how to monitor food hygiene standards using rapid test methods in operations

<b>UAN:</b>	<b>J/601/8304</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FS.131K Understand the use of rapid food hygiene test methods National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to monitor food hygiene standards using rapid test methods, in a food or animal feed 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring food hygiene standards using rapid test methods 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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare equipment for rapid food hygiene testing
<b>Assessment criteria</b>
The learner can: 1.1 outline the health and safety requirements for testing, including personal protective equipment required 1.2 describe how to prepare testing equipment 1.3 outline the features and limitations of testing equipment 1.4 explain how to calibrate equipment 1.5 explain the importance of ensuring the serviceability, safety and fitness for purpose of equipment 1.6 describe the importance of reporting defective equipment 1.7 identify suitable testing areas and the procedures for preparation and testing.

<b>Learning outcome</b>
The learner will: 2 Know how to conduct rapid food hygiene
<b>Assessment criteria</b>
The learner can: 2.1 describe why standard operating procedures are important to quality control 2.2 outline the correct procedures and methods of testing 2.3 explain the methods of safe storage and sample preparation 2.4 describe the safe disposal methods of testing materials 2.5 explain how to assess hygiene standards against company specifications.

<b>Learning outcome</b>
The learner will: 3 Know about the recording and reporting procedures for tests
<b>Assessment criteria</b>
The learner can: 3.1 explain how to calculate test results and how to avoid and detect false positive results 3.2 outline how to access and interpret quality standards and determine acceptable levels of tolerance 3.3 describe why it is important to keep records of assessment and findings 3.4 describe the reporting procedures and how to make recommendations for corrective action in the event of product non-compliance.

## Unit 120

# Understand how to operate central control systems in food manufacture

<b>UAN:</b>	<b>A/601/5173</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the PO.202K Understand how to operate central control systems in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to operate central control systems, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating central control systems 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>

<b>Learning outcome</b>
The learner will: 1 Understand the functions of central control systems
<b>Assessment criteria</b>
The learner can: 1.1 describe the plant and equipment layout 1.2 outline the process equipment sequences and what may happen if controls are not sequenced properly 1.3 describe the effect of plant, equipment, services or control systems not performing to specification and the remedial action to be taken 1.4 state how to respond to alarms in the system.

<b>Learning outcome</b>
The learner will: 2 Know how to avoid potential problems in the central control system
<b>Assessment criteria</b>
The learner can: 2.1 describe what could happen if the process is not monitored at the required frequency 2.2 describe what may happen if recognised procedures are not followed when sequencing necessary controls 2.3 outline the limits of own authority and competence and importance of working within them 2.4 explain how to meet recording, reporting and communication requirements and the importance of doing so.

## Unit 121

# Understand how to pack and care for live shellfish for despatch

<b>UAN:</b>	<b>Y/602/1689</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to the FP.134K Understand how to pack live shellfish for despatch National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to pack and care for live shellfish for despatch, in a shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when packing and caring for live shellfish for despatch. 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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to pack live shellfish for despatch
<b>Assessment criteria</b>
The learner can: 1.1 state the hygiene requirements associated with the handling of live shellfish 1.2 list own responsibilities under animal welfare legislation 1.3 state the handling requirements for live shellfish 1.4 describe the importance of speed and temperature control during the packing process 1.5 describe the environmental conditions required by live shellfish 1.6 state the legal and regulatory requirements relevant to packing live shellfish.

<b>Learning outcome</b>
The learner will: 2 Know how to pack live shellfish for despatch
<b>Assessment criteria</b>
The learner can: 2.1 describe how to assess the quality and condition of live shellfish 2.2 outline what to do when shellfish are not in a condition for live transport 2.3 state the packaging requirements for live shellfish 2.4 describe how to ensure that packaging is suitable for receiving live shellfish 2.5 outline how to pack live shellfish 2.6 state the importance of removing dead or damaged shellfish before despatch.

<b>Learning outcome</b>
The learner will: 3 Know how to care for live shellfish during transport
<b>Assessment criteria</b>
The learner can: 3.1 list the methods used to control the temperature of shellfish during transport 3.2 describe how ambient temperature can impact on shellfish health 3.3 describe how live shellfish can become stressed 3.4 state the importance of minimising stress caused to shellfish 3.5 describe the storage conditions required to maintain the quality of live shellfish 3.6 state how shellfish can become contaminated 3.7 state the labelling requirements associated with the despatch of live shellfish.



<b>Learning outcome</b>
The learner will: 4 Know how to finish packing of live shellfish
<b>Assessment criteria</b>
The learner can: 4.1 state the limits of own authority and competence 4.2 describe the importance of working within limits of own authority and competence 4.3 state how to carry out recording, reporting and communication relating to packing of live shellfish 4.4 describe the importance of recording, reporting and communication in the packing of live shellfish.

## Unit 122

## Understand how to pack and ice fish/shellfish

<b>UAN:</b>	<b>R/602/0542</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Relationship to NOS:</b>	This unit is linked to the FP.114K Understand how to pack and ice fish or shellfish National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who pack and ice fish or shellfish, according to job role, in a fish/shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when packing and icing fish or shellfish, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for packing and icing fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 outline the facilities required to pack and ice fish/shellfish 1.2 state the quantity of ice required to maintain the quality of fish/shellfish during distribution 1.3 outline the labelling and traceability arrangements for despatch 1.4 describe the limits of own authority and competence and explain the importance of working within those limits 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to ice and pack fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain packing specifications 2.2 describe how to interpret packing specifications 2.3 describe how to set up weighing equipment ready for use 2.4 state why accuracy in weighing is important.

<b>Learning outcome</b>
The learner will: 3 Know how to ice fish/shellfish
<b>Assessment criteria</b>
The learner can: 3.1 outline how to identify fish/shellfish species and products 3.2 describe what icing does as a chilling process 3.3 state how to recognise the quality of fresh fish/shellfish and products 3.4 state how icing is used to maintain the quality of chilled fish/shellfish 3.5 describe the different types of ice that can be used to pack fish/shellfish 3.6 outline how to monitor and assess the quality of ice 3.7 describe how fish/shellfish must be handled to maintain condition and quality.

**Learning outcome**

The learner will:

- 4 Know how to pack fish/shellfish

**Assessment criteria**

The learner can:

- 4.1 describe how to assess the condition of packaging materials
- 4.2 state how to seal packaging and the importance of it
- 4.3 describe the action to take when the process specification is not met
- 4.4 explain why it is important to dispose of waste according to specified procedures.

## Unit 123

# Understand how to pack orders for despatch in food operations

<b>UAN:</b>	<b>Y/601/4628</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Relationship to NOS:</b>	This unit is linked to the SD.313K Understand how to pack orders in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to pack orders for despatch in food operations, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when packing orders for despatch in food operations. It can be assessed on or off the job.</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>

**Learning outcome**

The learner will:

- 1 Know how to pack orders to specification for despatch in food operations

**Assessment criteria**

The learner can:

- 1.1 state the importance of avoiding contamination and damage when packing orders for despatch
- 1.2 describe how to work when packing orders for despatch from verbal and written instructions and within the required timescales
- 1.3 list types and uses of packing materials
- 1.4 list the types and methods of packing orders to specified quality and quantity
- 1.5 state the importance of reporting any defects in packing equipment immediately
- 1.6 describe the importance of securing mobile equipment when packing orders for despatch.

## Unit 124

# Understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in food operations

<b>UAN:</b>	<b>M/601/8314</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the SO.104K Understand how to clean in place (CIP) plant and equipment in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment, in a food business.</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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing for and conducting cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to clean in place
<b>Assessment criteria</b>
The learner can: 1.1 describe where to obtain and how to interpret specifications and what might happen if this is not done 1.2 describe the types and uses of cleaning materials 1.3 outline COSHH and risk assessment requirements, precautions to be taken when handling or storing cleaning materials and what might happen if this does not happen 1.4 outline when a permit to work is required, how it is used, and what might happen if it is not obtained before cleaning starts 1.5 describe how to use guards and warning notices and why this is important 1.6 describe what might happen if the required protective clothing is not worn according to specifications 1.7 explain to the importance of following the cleaning specification and describe what might happen if it is not followed.

<b>Learning outcome</b>
The learner will: 2 Know how to clean in place
<b>Assessment criteria</b>
The learner can: 2.1 state what the CIP system procedures are, where to find them, and what might happen if they are not followed 2.2 describe the specified set-up of valves, pipes, pumps and CIP points and what might happen if they are not set up according to specifications 2.3 describe how to re-assemble plant and equipment 2.4 explain the importance of leaving plant, equipment and work areas fit for use 2.5 describe the importance of communicating clearly and what may happen if this is not done 2.6 explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly.



## Unit 125

# Understand how to prepare orders for despatch in food operations

<b>UAN:</b>	<b>M/602/1696</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SD.328K Understand how to prepare orders for despatch National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare orders for dispatch in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing orders for despatch. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for preparing orders for despatch in food operations
<b>Assessment criteria</b>
The learner can: 1.1 describe the facilities required to despatch food products 1.2 state why it is important to work within limits of own authority and competence 1.3 describe how to carry out recording, reporting and communication and the importance of this.

<b>Learning outcome</b>
The learner will: 2 Know how to assemble orders for despatch in food operations
<b>Assessment criteria</b>
The learner can: 2.1 describe how to assemble orders so that the quality of packaged materials is maintained 2.2 state how to obtain and interpret packing and despatch documentation 2.3 state the different types of packaging used for despatch 2.4 outline how to assess the condition of packing materials 2.5 describe how to monitor and assess the quality of packaging.

<b>Learning outcome</b>
The learner will: 3 Know how to prepare orders for despatch in food operations
<b>Assessment criteria</b>
The learner can: 3.1 describe how to prepare products for despatch 3.2 state how to recognise the quality of product 3.3 outline the labelling and despatch instructions 3.4 describe how to check consignment notes against instructions 3.5 describe how to handle packaged product to maintain condition and quality 3.6 describe how to identify packaged product.

<b>Learning outcome</b>
The learner will: 4 Know how to finish preparing orders for despatch in food operations
<b>Assessment criteria</b>
The learner can: 4.1 state the action to take when the process specification is not met 4.2 describe how to deal with order discrepancies 4.3 state why it is important to dispose of waste according to specified procedures.

## Unit 126

# Understand how to prepare sauces and marinades in food manufacture

<b>UAN:</b>	<b>R/602/1707</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to the PO.233K Understand how to prepare sauces/marinades National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to prepare sauces and marinades in a food manufacturing business.</p> <p>The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing sauces and marinades 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for preparing sauces and marinades in food manufacture
<b>Assessment criteria</b>
The learner can: 1.1 describe how sauces and marinades are used in food manufacture 1.2 describe the facilities and equipment required to prepare sauces and marinades 1.3 describe the labelling and traceability relevant to sauces and marinades 1.4 state why it is important to work within limits of own authority and competence 1.5 state how to carry out and the importance of recording, reporting and communication.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to mix sauces and marinades
<b>Assessment criteria</b>
The learner can: 2.1 describe how to assess the quality of raw materials 2.2 state why the quality of raw materials is important to sauce and marinade production 2.3 describe how to prepare facilities and equipment for operation 2.4 describe how to set up and ensure accuracy of weighing equipment.

<b>Learning outcome</b>
The learner will: 3 Know how to prepare sauces and marinades
<b>Assessment criteria</b>
The learner can: 3.1 describe how to mix sauces and marinades 3.2 state why it is important to follow recipes accurately 3.3 describe how the quality of sauces and marinades can affect the quality of the final product 3.4 describe how raw materials should be handled to maintain condition and quality 3.5 state how to test the quality and consistency of sauces and marinades.

<b>Learning outcome</b>
The learner will: 4 Know how to finish mixing sauces and marinades
<b>Assessment criteria</b>
The learner can: 4.1 describe the common quality problems and their likely causes 4.2 describe the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to specified procedures.

## Unit 127

## Understand how to process fish by hand

<b>UAN:</b>	<b>Y/602/0526</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is linked to the FP.104K Understand how to process fish by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who process fish by hand, in a fish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing fish. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for processing fish by hand
<b>Assessment criteria</b>
The learner can: 1.1 outline the tools and equipment required to support hand-processing 1.2 describe the personal protective clothing required to support hand-processing 1.3 describe product control and traceability during processing operations 1.4 state why it is important to work within those limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to process fish by hand
<b>Assessment criteria</b>
The learner can: 2.1 state how to obtain the relevant process and quality specifications 2.2 outline how to interpret the relevant process and quality specifications 2.3 describe how to prepare work-stations in a condition suitable for hand-processing 2.4 describe how to sharpen, maintain and store knives.

<b>Learning outcome</b>
The learner will: 3 Know how to process fish by hand
<b>Assessment criteria</b>
The learner can: 3.1 outline how to identify commonly-processed fish species 3.2 state how to assess the quality of whole fish and fish products 3.3 describe how to carry out the following operations to achieve the required product specification: <ul style="list-style-type: none"> <li>a. pin-bone fillets</li> <li>b. trim fillets</li> <li>c. hand-portion</li> <li>d. skin whole fish &amp; fillets</li> <li>e. steak whole fish</li> <li>f. slice whole fish</li> </ul> 3.4 state why accuracy during processing is important 3.5 describe how to maintain work-stations in a condition suitable for hand-processing.

<b>Learning outcome</b>
The learner will: 4 Know how to finish hand-processing
<b>Assessment criteria</b>
The learner can: 4.1 state the common quality problems associated with hand-processing and their likely causes 4.2 outline the action to take when the process specification is not met 4.3 state how to deal with fish and fish products that are not fit for use 4.4 describe how to dispose of waste according to organisational procedures 4.5 describe what by-products from the process can be re-worked and recycled.



## Unit 128

## Understand how to process fish/shellfish in a sales environment

<b>UAN:</b>	<b>R/602/1710</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to the FP.145K Understand how to process fish or shellfish for sale in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who process fish or shellfish for sale in a wholesale or sales business, according to their job role.</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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing fish or shellfish for sale in a wholesale or sales 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>

<b>Learning outcome</b>
The learner will: 1 Know what the requirements are for processing fish/shellfish in sales
<b>Assessment criteria</b>
The learner can: 1.1 outline the company hygiene policy and reasons for following it 1.2 state the reasons for following safe working practices 1.3 state where to source identification of fish/shellfish species.

<b>Learning outcome</b>
The learner will: 2 Know how to prepare to process fish/shellfish in sales
<b>Assessment criteria</b>
The learner can: 2.1 describe how to maintain the condition of tools and equipment 2.2 outline the dangers and disadvantages of using unsafe and blunt tools 2.3 describe how to prepare and maintain work-stations to ensure conditions suitable for processing 2.4 outline where the main body parts are found on fish/shellfish and how this affects processing, including: a. round fish b. flat fish c. shellfish.

<b>Learning outcome</b>
The learner will: 3 Know how to process fish/shellfish in sales
<b>Assessment criteria</b>
The learner can: 3.1 outline how to identify common fish/shellfish products and other raw materials 3.2 describe how to identify and deal with fish/shellfish and food materials that are not fit for use 3.3 describe the techniques for processing safely to produce the yield and quality required 3.4 state how to dress cooked shellfish.

<b>Learning outcome</b>
The learner will: 4 Know how to finish process operations in sales
<b>Assessment criteria</b>
The learner can: 4.1 describe what fish/shellfish and food materials can be re-worked and recycled 4.2 state why it is important to dispose of waste according to specified procedures 4.3 outline the importance of the cleaning schedule and why it should be followed.

## Unit 129

# Understand how to produce product packs in food operations

<b>UAN:</b>	<b>F/601/8298</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the SD.311K Understand how to produce product packs in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to produce product packs, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing product packs in food operations. It can be assessed on or off the job.</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>

**Learning outcome**

The learner will:

- 1 Know how to meet production demand for product packs

**Assessment criteria**

The learner can:

- 1.1 state the expected rate of use of product and materials
- 1.2 outline what action to take if the supply of product and materials is interrupted
- 1.3 state why it is important to control consumables to match the packing run
- 1.4 outline how to measure the quantity of product to go into the packs
- 1.5 state why it is important to supply the specified materials in the specified quantity and on time
- 1.6 state why it is important to meet output targets.

**Learning outcome**

The learner will:

- 2 Know how to control production of product packs

**Assessment criteria**

The learner can:

- 2.1 state why it is important to monitor operations
- 2.2 state why it is important to work within the limits own authority and ability
- 2.3 state why it is important to control consumables to match the packing run.

**Learning outcome**

The learner will:

- 3 Know how to complete production of product packs

**Assessment criteria**

The learner can:

- 3.1 state why it is important to have a shut-down sequence
- 3.2 outline the impact if waste and scrap disposal procedures are not followed
- 3.3 outline what preparations are required for the next phase in the cycle
- 3.4 describe how to prepare the work area for future use.

## Unit 130

# Understand how to sell food products in a retail environment

<b>UAN:</b>	<b>R/601/8306</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the SO.406K Understand how to sell food products in a retail environment National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to sell food products in a retail environment, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when selling 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>

<b>Learning outcome</b>
The learner will: 1 Know how to establish the customer's needs
<b>Assessment criteria</b>
The learner can: 1.1 explain why it is important to confirm the exact quantities, type and quality of food and drink products the customer wants 1.2 outline the importance of working within the customer's price range.

<b>Learning outcome</b>
The learner will: 2 Know how to satisfy the customer's needs
<b>Assessment criteria</b>
The learner can: 2.1 explain the importance of customer service to retail operations 2.2 state why it is important to provide suitable alternatives when the customer's first choice cannot be met and what alternatives can be offered 2.3 describe why it is important not to cause conflict as a result of the customer's change of mind 2.4 state when to provide supporting information about the safe transport, storage and keeping of food and drink products.

<b>Learning outcome</b>
The learner will: 3 Know how to process and complete the sale of food and drink products
<b>Assessment criteria</b>
The learner can: 3.1 state the company procedures for dealing with methods of payment available to customers 3.2 describe ways to keep payments and stock safe 3.3 explain what legal tender is 3.4 outline the basic trading rights of the customer and trader 3.5 describe the process of taking customer orders for products not in stock 3.6 state the limits of own authority and the consequences of operating outside these limits 3.7 outline the importance of communication and the implications of not communicating effectively.

## Unit 131

# Understand how to sharpen cutting tools for use in food operations

<b>UAN:</b>	<b>F/602/0634</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to the SO.112K Understand how to sharpen cutting tools for use in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to sharpen cutting tools for use, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sharpening cutting tools for use 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>



<b>Learning outcome</b>
The learner will: 1 Know about the importance of maintaining sharp edges on cutting tools
<b>Assessment criteria</b>
The learner can: 1.1 describe the importance of maintaining sharp edges on cutting tools 1.2 describe the problems caused by using blunt-edged cutting tools 1.3 describe what causes blunting and damage to cutting edges 1.4 state the company procedures for dealing with worn, damaged or broken cutting tools 1.5 state the key principles of health and safety legislation relating to sharpening and handling of cutting tools.

<b>Learning outcome</b>
The learner will: 2 Know how to sharpen cutting tools
<b>Assessment criteria</b>
The learner can: 2.1 describe methods of sharpening cutting tools, including automated sharpening methods 2.2 describe the materials used in the sharpening of cutting tools 2.3 describe the methods for checking that the required sharpness of cutting edges has been achieved and why that is important.

<b>Learning outcome</b>
The learner will: 3 Know how to maintain sharp edges on cutting tools
<b>Assessment criteria</b>
The learner can: 3.1 describe how to check that cutting edges are sharp and effective 3.2 describe how to identify blunt cutting edges on cutting tools 3.3 outline how to identify when cutting edges need corrective maintenance 3.4 describe methods of carrying out corrective maintenance on cutting edges 3.5 outline how to clean blades and cutting edges to make sure products are not contaminated and why that is important.

## Unit 132

## Understand how to shuck bivalves by hand

<b>UAN:</b>	<b>R/602/0539</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Relationship to NOS:</b>	This unit is linked to the FP.112K Understand how to shuck bivalves by hand National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who shuck bivalves by hand, according to job role, in a processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when shucking bivalves, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know how to prepare to shuck bivalves by hand
<b>Assessment criteria</b>
The learner can: 1.1 list the personal protective equipment needed when shucking bivalves 1.2 list the tools and equipment needed to shuck bivalves 1.3 state how to obtain and interpret process and quality specifications for shucking bivalves by hand 1.4 state how to identify different bivalve species 1.5 describe how to prepare a workstation for shucking bivalves.

<b>Learning outcome</b>
The learner will: 2 Know how to shuck bivalves by hand
<b>Assessment criteria</b>
The learner can: 2.1 describe how to shuck bivalves to meet a product specification 2.2 describe how to assess the quality of bivalves and bivalve meats 2.3 list common quality problems and causes associated with bivalve shucking 2.4 state the importance of removing all unwanted body parts from bivalves 2.5 describe how to deal with bivalves and bivalve meats that are not fit for use 2.6 state what action to take when the process specification is not met 2.7 describe product control and traceability procedures to follow when shucking bivalves 2.8 state company procedures necessary to meet legal and regulatory requirements when shucking bivalves.

<b>Learning outcome</b>
The learner will: 3 Know how to maintain equipment and a workstation to shuck bivalves
<b>Assessment criteria</b>
The learner can: 3.1 describe how to sharpen, maintain and store knives 3.2 describe how to maintain workstations in a condition suitable for shucking 3.3 state how to dispose of waste following company procedures.

<b>Learning outcome</b>
The learner will: 4 Know how to finish shucking operations
<b>Assessment criteria</b>
The learner can: 4.1 state the limits of own authority and competence 4.2 describe the importance of working within the limits of own authority and competence 4.3 describe how to carry out the recording, reporting and communication needed when shucking bivalves 4.4 state the importance of recording, reporting and communicating correctly when shucking bivalves.

## Unit 133

## Understand how to slice and bag individual food products

<b>UAN:</b>	<b>R/601/4658</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PO.227K Understand how to slice and bag individual food products National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.</p> <p>The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when slicing and bagging individual food products. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know how to slice individual food products
<b>Assessment criteria</b>
The learner can: 1.1 outline the requirements of the weighing regulations 1.2 outline the importance of slicing and bagging to maintain weight and comply with the weighing regulations 1.3 describe how to recognise and report sliced food products that do not meet specification 1.4 outline the procedure for rejecting and isolating non-compliant sliced food products 1.5 describe how the width between the blades of the slicing machine provides different thickness of slices 1.6 describe how to recognise and report poor slicing machine performance caused by blunt slicing blades.

<b>Learning outcome</b>
The learner will: 2 Know how to bag individual food products
<b>Assessment criteria</b>
The learner can: 2.1 describe the food product bagging materials and their basic properties in maintaining product quality and shelf-life 2.2 describe how to check colour codes or arrangements for applying the specified closures 2.3 describe how to check the labels on bags to ensure compliance with the product specification 2.4 describe the common sources of food product contamination during slicing and bagging 2.5 outline how to avoid contamination during slicing and bagging food products and the importance of doing this.

## Unit 134

# Understand how to store and organise goods and materials in food operations

<b>UAN:</b>	<b>F/601/4624</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the SD.110K Understand how to store and organise goods and materials in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to store and organise 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when storing and organising goods and materials in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
The learner will: 1 Know suitable storage locations for goods and materials
<b>Assessment criteria</b>
The learner can: 1.1 state types of goods and materials in storage 1.2 describe the storage requirements for the range and types of goods and materials available 1.3 describe characteristics of storage facilities and locations 1.4 state the importance of selecting suitable storage locations for specific goods and materials 1.5 describe the importance of storing items in the most suitable location and action to be taken if it is not suitable or unavailable 1.6 assess the suitability of storage locations in relation to the quantity, quality and shelf life of the goods and materials.

<b>Learning outcome</b>
The learner will: 2 Know how to deal with damage to goods, materials and equipment
<b>Assessment criteria</b>
The learner can: 2.1 describe checks of goods and materials to ensure they comply with company specifications 2.2 list how to deal with types of equipment defects 2.3 describe the types of handling and securing equipment 2.4 state the importance of reporting damaged goods and materials 2.5 outline the costs associated with damaged goods and materials.

<b>Learning outcome</b>
The learner will: 3 Know the safety, security and environmental conditions for transport and storage of goods and materials
<b>Assessment criteria</b>
The learner can: 3.1 describe the importance of checking the storage transfer route for hazards 3.2 outline the different security, safety and environmental conditions 3.3 state regulations applicable to storage eg COSHH 3.4 describe handling methods that will prevent damage and contamination of goods and materials.



**Learning outcome**

The learner will:

- 4 Know the organisational communication and documentation procedures

**Assessment criteria**

The learner can:

- 4.1 describe information contained on goods, materials and documentation that is relevant
- 4.2 state the importance of complete and accurate documentation
- 4.3 describe the communication structures and procedures within your company
- 4.4 describe the importance of effective communication within the organisation.

## Unit 135

# Understand how to supply materials for production in food operations

<b>UAN:</b>	<b>L/601/4626</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	This unit is linked to the SD.202K Understand how to supply materials for production in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to supply materials for production, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when supplying materials for production in food operations. It can be assessed on or off the job.</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>

**Learning outcome**

The learner will:

- 1 Know how to determine sufficiency of supplies of food and drink materials to meet production requirements

**Assessment criteria**

The learner can:

- 1.1 state how to identify the service and supply needs of the production area and work stations
- 1.2 state the importance of identifying service and supply requirements
- 1.3 describe the specific levels of supplies to be maintained at the production area and work stations.

**Learning outcome**

The learner will:

- 2 Knows how to maintain supplies to ensure smooth running in production

**Assessment criteria**

The learner can:

- 2.1 state the operational requirements for supplies and how short supplies of materials affect production runs
- 2.2 describe the types and quantities of materials used in the production process
- 2.3 state the importance of allocating specific areas for supplies to the production area and work stations
- 2.4 describe why allocated supply areas should be utilised
- 2.5 describe how to store supplies
- 2.6 state the importance of reporting discrepancies in supplies.

## Unit 136

## Understand how to use fish/shellfish quality assessment methods

<b>UAN:</b>	<b>D/602/1693</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the FP.137K Understand how to use fish or shellfish quality assessment methods National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to use fish or shellfish quality assessment methods, according to job role, in a fish/shellfish processing or related 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>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when using fish or shellfish quality assessment methods, according to job role. 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>

<b>Learning outcome</b>
The learner will: 1 Know what the factors are that affect the quality of fish/shellfish
<b>Assessment criteria</b>
The learner can: 1.1 outline the causes of fish/shellfish spoilage 1.2 state the impact of handling and temperature control on fish/shellfish quality and spoilage.

<b>Learning outcome</b>
The learner will: 2 Know how to assess the quality of fish/shellfish
<b>Assessment criteria</b>
The learner can: 2.1 describe the methods used to assess the quality of fish/shellfish, and their limitations, including: a. manual b. chemical c. microbiological testing 2.2 state the quality assessment methods that use taste and smell 2.3 state the quality assessment taste calibration 2.4 outline the Quality Index Method (QIM) fish quality assessment methods for seafood 2.5 outline the TORRY fish quality assessment methods for raw and cooked seafood.

<b>Learning outcome</b>
The learner will: 3 Know the importance of fish/shellfish quality assessment
<b>Assessment criteria</b>
The learner can: 3.1 outline the role of quality assessment in quality assurance 3.2 state how to develop new seafood quality assessment schemes 3.3 outline the management of quality assessment in the fish/shellfish industry 3.4 state the food safety legislation that controls fish/shellfish quality assessment.

## Unit 137

# Understand how to work effectively with others in food operations

<b>UAN:</b>	<b>K/601/2897</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to the PL.203K Understand how to work effectively with others in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who understand how to work effectively with others, 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 assess knowledge and understanding to recognised National Occupational Standards.</p>
<b>Assessment</b>	<p>This unit is designed to assess the knowledge and understanding of learners in the workplace context, when working effectively with others in food operations. It can be assessed on or off the job.</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>

<b>Learning outcome</b>
1 Know how to work effectively in a team
<b>Assessment criteria</b>
The learner can:
1.1 state the objectives of the team, own objectives and the organisation's objectives
1.2 describe the importance and key features of the organisation's procedures relating to <ol style="list-style-type: none"> <li>a. health and safety</li> <li>b. food safety</li> <li>c. environmental health</li> </ol>
1.3 describe the organisation's grievance and disciplinary procedures
1.4 state the importance of developing and keeping good working relationships with colleagues in the team
1.5 describe how to deal with differences of opinion without causing offence
1.6 state the importance of showing respect for colleagues
1.7 demonstrate how to show respect to colleagues.

<b>Learning outcome</b>
The learner will:
2 Know how to give and receive information to and from team colleagues
<b>Assessment criteria</b>
The learner can:
2.1 describe their own work responsibilities and when to ask for help.
2.2 state who should be asked for help.
2.3 state the importance of asking for help when it is needed
2.4 state the importance of sharing opinions and information when working in a team
2.5 state the importance of offering useful advice to team colleagues.

<b>Learning outcome</b>
The learner will:
3 Know how to work with team colleagues to improve the way work is done
<b>Assessment criteria</b>
The learner can:
3.1 list different types of information that is important to teamwork
3.2 state the importance of communicating information to the relevant person
3.3 state the importance of referring unresolved difficulties to the appropriate person when team working.

## Unit 138

## Work effectively with others in food operations

<b>UAN:</b>	<b>H/601/2896</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the PL.2025 Work effectively with others in food manufacture National Occupational Standard.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Improve the Sector Skills Council for food and drink manufacturing.
<b>Aim:</b>	<p>This unit supports workforce development for those who work effectively with others 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>
<b>Assessment</b>	<p>This unit is designed to assess the skills of learners in the workplace, working effectively with others in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>



**Learning outcome**

The learner will:

- 1 Work effectively in a team

**Assessment criteria**

The learner can:

- 1.1 work with others to meet the objectives of the team, own objectives and the organisation's objectives
- 1.2 make suggestions to improve work activities
- 1.3 use initiative to assist team members
- 1.4 respond to suggestions made by colleagues for the organisation
- 1.5 deal with differences of opinion in ways that do not cause offence
- 1.6 respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs.

**Learning outcome**

The learner will:

- 2 Give and receive information to and from team colleagues

**Assessment criteria**

The learner can:

- 2.1 check the team have instructions for their work
- 2.2 demonstrate the team understand what is required of them to carry out work
- 2.3 actively seek information when necessary
- 2.4 advise others in the team using information that is up-to-date, relevant and accurate
- 2.5 provide information which will help team colleagues to achieve tasks.

**Learning outcome**

The learner will:

- 3 Work with team colleagues to improve the way work is done

**Assessment criteria**

The learner can:

- 3.1 inform the relevant person when tasks cannot be completed
- 3.2 suggest ways to improve the way work is organised
- 3.3 make suggestions about how work can be better organised.

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> 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: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> 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: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> 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: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

**Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.**

**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

### **About City & Guilds**

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

### **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

### **City & Guilds**

1 Giltspur Street  
London EC1A 9DD  
T +44 (0)844 543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)

