Occupational Standards
of Competence

Agro-Food Processing

Level 3

ACKNOWLEDGEMENTS

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Caribbean Association of National Training Agencies
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Qualification Overview

NVQB

in

Agro-Food Processing

Level 3

NVQB in Agro-Food Processing - Level 3

Qualification Overview

This qualification is designed to provide training, assessment and recognized certification for persons involved in all types of agro-food processing. Candidates should be certified in Agro Processing Level 2 or an equivalent programme in order to qualify for this certification.

Who is the qualification for?

This qualification is aimed at persons who have experience in agro-food processing and can supervise the work of junior colleagues. The competencies are for persons who are likely to be in roles where for example, their duties include:
- Supervising processing operations
- Ensuring that food quality is maintained
- Managing a team

Jobs within the occupational area

Relevant occupations include:

- Production Supervisors
- Production team leaders
- Senior operators

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A05803 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

AGRO-FOOD PROCESSING - LEVEL 3

To achieve the full qualification, candidates must complete all eight (8) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODE**

1.   Supervise processing operations   **U89803**

     1.1   Organize operational activities
     1.2   Maintain operations

2.   Manage a quality assurance system   **U89903**

     2.1   Manage quality assurance
     2.2   Manage quality control
     2.3   Manage quality improvement

3.   Manage a food safety programme   **U90003**

     3.1   Monitor the implementation of a food safety programme
     3.2   Respond to occurrences of non- compliance
     3.3   Contribute to continuous

4.   Perform data analysis   **U90103**

     4.1   Prepare for analysis
     4.2   Analyse data and recommend solutions
     4.3   Report on results
     4.4   Identify problems or opportunities

5.   Manage inventory   **U90203**

     5.1.   Monitor receipt procedures and requirements
     5.2.   Monitor the storage and movement of goods
     5.3.   Monitor issuing procedures
     5.4.   Analyse information on inventory
     5.5.   Provide results on monitoring
     5.6.   Comply with inventory procedures

Qualification Overview

Mandatory Units (All must be completed)	**Code**

6.   Plan and mange team meetings   **U90303**

      6.1.   Plan meetings
      6.2.   Conduct meetings
      6.3.   Follow up after meetings

7.   Provide leadership in your area of responsibility   **U57402**

      7.1   Provide leadership within own area of responsibility
      7.2   Provide support to persons in own area of responsibility

U89803   **Supervise processing operations**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to supervise operational activities including sourcing information, liaising and encouraging relevant persons involved in the planning process and checking the availability of materials and resources. It also examines how to maintain operations including checking suppliers, maintaining systems and dealing with issues.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Organize operational activities	1.1 Source processing information including compliance, quality, product specifications and volumes needed to fulfill **customer** requirements
	1.2 Liaise with **relevant persons** to help plan and agree on schedules and organize workloads.
	1.3 **Communicate** the production schedule and targets and specific product requirements to the **relevant persons** involved directly and indirectly in the processing operations.
	1.4 Confirm that **relevant persons** understand their role and the required standards of work in the processing operations.
	1.5 Check that **materials** and **resources** are available to fulfill production requirements.
2. Maintain operations	2.1 Check with **relevant persons** to ensure that suppliers are able to meet **requirements** and that operations consistently meet product and delivery specifications.
	2.2 Maintain **systems** to monitor the achievement of performance and targets and promptly take corrective action to inform **relevant persons** of any necessary changes likely to affect them.

2.3   Promptly deal with quality, compliance, performance and productivity issues, liaising with colleagues at all levels to aid problem solving.

2.4   Evaluate **factors** capable of causing disruption to operations and take measures to minimize their potential effects.

2.5   Complete **records** according to organizational requirements.

2.6   Allocate time to review production performance and address on-going **problems.**

Technical and Vocational Education and Training (TVET) Council
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RANGE STATEMENT

All range statements must be assessed:

1. **Customer**:

   - Individuals
   - Corporate

2. **Relevant persons:**

   - Managers
   - Colleagues
   - Subordinates
   - Suppliers

3. **Communication:**

   - Verbal
   - Non-verbal
   - Written
   - Electronic

4. **Materials:**

   - Fruits/vegetables
   - Meats
   - Poultry
   - Fish
   - Herbs
   - Spices
   - Dairy
   - Root crops

5. **Resources:**

   - People
   - Materials
   - Equipment
   - Knowledge
   - Time

6. **Requirements:**

   - Quality
   - Quantity
   - Delivery

7. **Systems:**

   - Processing/Production
   - Quality
   - Technology

8. **Factors:**

   - Technical
   - Procedural
   - Quality

9. **Records:**

   - Written
   - Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are Good Manufacturing Practices (GMPs), occupational health and safety regulations, environmental and other industry standards specific to agro processing operations.

2. What are the sources of information on processing operations.

3. Why is effective production scheduling important and what is the potential impact of inadequate scheduling.

4. How to plan schedules and organize workloads and why it is important to liaise with others when doing so.

5. What are the organizational methods for communication and how to use them.

6. What is a production schedule and what are the organizational systems and procedures for production scheduling.

7. Why it is important to communicate the production schedule and product requirements to relevant persons.

8. What are the roles that are directly and indirectly involved in processing operations how to ensure that the relevant people know and understand their role.

9. What are the standards related to processing operations and how to ensure that the relevant people know and understand the required standards.

10. How to ensure that materials and resources are available to fulfill processing requirements.

11. How to check that suppliers are meeting requirements and specifications.

12. What are the systems used to monitor the achievement of performance targets and what corrective action can be taken if targets are not met.

13. Why is it important to inform relevant persons of any changes made to the system that are likely to affect them.

14. What are the types of quality, compliance, performance and productivity issues likely to impact operations and how to deal with them.

15. Why it is important to liaise with colleagues to aid with problem solving.

16. What are the factors capable of causing disruption and what measures can be taken to minimize their effect.

17. How to complete records according to organizational requirements.

18. Why it is important to allocate time to review ongoing problems.

EVIDENCE GUIDE

For assessment purposes:

1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U89903   **Manage a quality assurance system**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to manage a quality management system. This includes ensuring that systems are reviewed and improved using feedback from various sources. It also emphasizes taking personal responsibility for ensuring quality standards are met and maintained.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Manage quality assurance	1.1	Review and update **systems**, plans and **resources** to ensure quality standards are met and maintained in accordance with industry standards and organizational requirements.
		1.2	Confirm that the team is continuously **updated** about their roles in meeting quality standards and are competent to fulfill them in accordance with organizational requirements.
		1.3	Encourage team members to take personal responsibility for achieving quality standards and to address and/or **report** any actual or potential **shortfalls** in accordance with organizational requirements.
		1.4	Identify and assess the risks of **shortfalls** in quality and take preventative action to mitigate these risks.
		1.5	**Report** the shortfall and preventative actions taken to the **relevant persons** in accordance with the Standard Operating Procedures (SOPs).
2.	Manage quality control	2.1	Obtain sufficient, valid **information** from the quality assurance system to accurately evaluate whether processes and products/services are meeting industry standards and organizational requirements.

| | 2.2 | Identify and **record** any **shortfalls** in the quality of processes, products and services, investigate the cause(s) and take prompt remedial action. |

2.2   Identify and **record** any **shortfalls** in the quality of processes, products and services, investigate the cause(s) and take prompt remedial action.

2.3   **Report shortfalls** and remedial action taken to the **relevant people** according to Standard Operating Procedures (SOPs).

3.   Manage quality improvement

3.1   Provide relevant **feedback** to motivate the team to maintain quality standards and continuously improve performance.

3.2   **Report** on quality performance, including **shortfalls** and remedial action taken, to the **relevant persons** within agreed timelines and in accordance with organizational requirements.

3.3   Obtain **feedback** from the **relevant persons** to recommend quality improvements.

RANGE STATEMENT

All range statements must be assessed:

1. **Systems**:

    - Physical
    - Procedural

3. **Resources**:

    - People
    - Material
    - Equipment
    - Knowledge
    - Time
    - Economic

2. **Updates**:

    - Verbally
    - In writing
    - Electronically

4. **Reports:**

    - Written
    - Verbal
    - Electronic

5. **Shortfalls**:

    - Processes
    - Raw materials
    - End products
    - Services

6. **Relevant persons**:

    - Internal stakeholders
    - External stakeholder

7. **Information**:

    - Qualitative
    - Quantitative

8. **Record**:

- Written
- Electronic

9. **Feedback**:

- Verbal
- Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are Good Manufacturing Practices (GMPs), occupational health and safety regulations, environmental and other industry standards specific to agro processing operations.

2. What are the organizational quality standards and what are the legal and regulatory requirements for reviewing and updating it.

3. How to review and   update systems, plans and resources to meet and maintain quality standards.

4. Why it is important to ensure that the team members know and understand how their roles impact on meeting quality standards and how to address any competency shortfalls that may exist.

5. What are the various ways of encouraging people and why it is important for them to take personal responsibility for achieving quality standards and addressing or reporting any actual or potential shortfalls.

6. What are the shortfalls in quality and how to identify and assess the risk of them occurring.

7. What are the types of preventative action that can be undertaken to mitigate the risks of shortfalls.

8. What are the organizational Standard Operating Procedures (SOPs) for reporting shortfalls and preventative actions taken.

9. What is a quality assurance system and how to use it.

10. What are the sources that can be used to gather information on quality.

11. How to evaluate raw materials, processes and end products/services, against standards.

12. How to detect and investigate quality shortfalls in raw materials, processes, end products and services and what remedial actions can be taken to correct the causes of shortfalls.

13. What is feedback and why it is important in motivating the team to maintain and improve quality standards.

14. What are the organizational requirements and timelines for reporting on quality performance.

15. Who are the people that should be encouraged to recommend quality improvements and why this is important.

EVIDENCE GUIDE

For assessment purposes:

1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U90003   Manage a food safety programme

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to manage a food safety programme. It speaks to monitoring the implementation of a food safety programme including elements of traceability (product recall) and assessing performance and procedures against standards. It examines contributing to the continuous improvement of the programme through identifying and rectifying food safety hazards and implementing control measures. Finally, it examines making continuous improvements to the programme.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Monitor the implementation of a food safety programme

   1.1 **Communicate** clearly the organization's food safety policy, requirements and procedures to the **appropriate persons** in accordance with Good Manufacturing Practices (GMPs), and industry standards.

   1.2 Review individual and team performance to ensure compliance with GMPs, personal hygiene and food safety requirements, providing mentorship and coaching when necessary.

   1.3 Develop and update cleaning and inspection schedules in accordance with industry standards and organizational requirements **communicating** them to **appropriate persons** within specified time frames.

   1.4 Assess and supervise the upkeep of the **infrastructure** and external surroundings in accordance with hygiene and sanitation standards, **reporting** any problems to the **appropriate persons**.

   1.5 Assess water quality and supervise the implementation of **waste** removal procedures, in accordance with GMPs, hygiene, sanitation, industry standards and organizational requirements.

		1.6	**Report** any water quality issues to the **appropriate persons** where necessary.
		1.7	Assess the implementation of hygiene and sanitation procedures that eradicate insects/pests/vermin according to industry standards and organizational requirements.
		1.8	Confirm that procedures for safe storage of food, cleaning chemicals, insecticides and pesticides comply with GMPs and regulatory guidelines.
2.	Respond to occurrences of noncompliance	2.1	Implement product recall procedures when necessary as outlined by regulatory, industry and organizational requirements.
		2.2	Identify non-compliance and its causes and implement corrective and control measures to deal with it and to prevent re-occurrence.
		2.3	**Record** and **report** issues of noncompliance and corrective and control measures implemented in accordance with regulatory requirements, industry standards and organizational requirements.
3.	Contribute to continuous improvement	3.1	Promptly identify and **report** potential **food safety hazards/risks** to the **appropriate people.**
		3.2	Engage team members to identify possible solutions or improvements to the operational processes.
		3.3	Review and **update** existing food safety control measures according to specified timelines, taking into account changes and improvements to standards, legislation and technical knowledge.
		3.4	Plan and implement a training schedule for staff to ensure maintenance of old knowledge and proficiency in new knowledge in accordance with industry standards and organizational requirements.

3.5 Maintain food safety **information** and performance **records** according to GMPs, regulatory guidelines and organizational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Communication**:

   - Verbally
   - In writing
   - Electronically

2. **Appropriate persons**:

   - Managers
   - Supervisors
   - Colleagues
   - Landlords
   - Regulatory agents

3. **Infrastructure:**

   - Building
   - Windows
   - Doors
   - Roof
   - Paint

4. **Waste:**

   - Liquid
   - Solid
   - Hazardous
   - Organic
   - Recyclable

5. **Food safety hazard/risks:**

   - Biological
   - Chemical
   - Physical/Extraneous material
   - Allergenic
   - Nutritional
   - Bio-technology

6. **Reports:**

    - In writing
    - Electronically
    - Verbally

7. **Information**:

    - Qualitative
    - Quantitative

8. **Records:**

    - Written
    - Electronic

9. **Updates:**

    - Verbally
    - In writing
    - Electronically

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are Good Manufacturing Practices (GMPs), occupational health and safety regulations, environmental and other industry standards specific to agro processing operations.

2. What is communication and what are the organization's procedures for communication.

3. What are the organizational food safety, policy, requirements and procedures.

4. How to review performance and how to mentor and coach subordinates.

5. What are cleaning and inspection schedules and what are organizational and industry standards for updating them.

6. How to assess water quality, the infrastructure and external surroundings and why it is important to report any problems that are found during the assessment.

7. What are waste and waste removal procedures and how to supervise their implementation.

8. What are the hygiene, sanitation and organizational requirements and industry standards for waste removal.

9. What are the industry standards and organizational requirements related to the eradication of insects/pests/vermin.

10. What are the hygiene and sanitation procedures and how to assess compliance with industry and organizational requirements.

11. What are the regulatory guidelines for the safe storage of food, cleaning chemicals, insecticides and pesticides and to assess if they are followed.

12. What are food safety hazards/risks and what are the industry standards and organizational requirements for identifying and rectifying them.

13. How does contamination, cross-contamination and spoilage occur.

14. What are product recall procedures and what are the regulatory, industry and organizational requirements for implementing them.

15. What is non-compliance, how it is caused and how it can be prevented.

16. Why it is important to identify potential food safety hazards/risk and how to report them.

17. How to remove or minimize food hazards/safety risks.

18. Why it is important to engage team members in identifying solutions and improvements to operational processes and how to do so.

19. Why it is important to train staff for maintenance of old knowledge and proficiency in new knowledge.

20. How to review and update existing control measures.

21. What are the regulatory and organizational requirements for maintaining records on food safety and performance.

EVIDENCE GUIDE

For assessment purposes:

1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U90103   **Perform data analysis**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to analyze data to identify and make recommendations for potential improvements within agro-processing operations. Candidates will be required to specify a clear purpose for the analysis, carefully collect and prepare relevant data and provide a clear set of results to highlight any problem areas. The unit also covers the importance of presenting the results of the analysis to colleagues in an appropriate format so that key findings are immediately clear.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare for analysis	1.1	Specify clearly the purpose of the analysis.
	1.2	Access suitable **sources of data** on **goods** and the **processing procedures**.
	1.3	Collect relevant **data** on **goods** and the **processing procedures** using the appropriate **methods**.
2 Analyze data	2.1	Prepare and collate **data** accurately for analysis according to organizational requirements.
	2.2	Use the appropriate analysis **methods** and techniques.
	2.3	Collate findings correctly within the agreed timeframe according to organizational requirements.
3. Report on results	3.1	Document results accurately according to organizational requirements**.**
	3.2	Compile **report** on analysis of data and key findings.
	3.3	Prepare and discuss the key findings with **relevant persons.**

4. Resolve problems

4.1 Identify **problems** to **processing procedures** clearly and recommend solutions to resolve them.

4.2 Inform **relevant persons** of **problems** and discuss the feasibility of solutions

4.3 Determine and implement solutions within agreed timelines

RANGE STATEMENT

All range statements must be assessed:

10. Sources of data:

- Electronic
- Written
- Stakeholders
- Observations

11. Goods:

- Finish products
- Fruits/Vegetables
- Meats
- Poultry
- Fish
- Herbs
- Spices
- Dairy
- Root crops

12. Processing procedures:

- Fish and seafood processing
- Drying/Dehydration
- Pickling/Brining
- Juicing
- Retort
- Boiling/Cooking,
- Water bath canning,
- Fermentation,
- Pasteurization,
- Smoking
- Blending and mixing

13. Data:

- Quantitative
- Qualitative

14. Methods:
- Quantitative
- Qualitative

15. Relevant persons:

- Internal stakeholders
- External stakeholders

16. **Reports:**

- Written
- Verbal
- Electronic

17. Problems:

- Technical
- Administrative
- Interpersonal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important for analysis to be completed within agro processing.

2. What sources of information are available on goods and the processing process and how to select and use the most appropriate one.

3. How to collect, prepare and collate information on goods and the processing process.

4. How to use data to support problem diagnosis and decision making.

5. What analysis methods and procedures are used in agro processing and how to use them.

6. What are performance measurement and benchmarking theories, models and practices and how to use them.

7. How to develop metrics to measure performance of processing operations.

8. How and to whom analysis is to be reported.

9. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.

10. How to identify and prioritize key findings.

11. Why it is important to inform colleagues of problems and opportunities.

12. What are the different presentation models and practices and how to use them to effectively present information.

13. How to identify problems/opportunities and solutions.

14. How to use information systems and monitoring methods and procedure to manage problems.

15. What are the organizational objectives, activities and requirements.

16. How to determine the feasibility of solutions.

17. Why it is important to discuss the feasibility of solutions with other stakeholders.

18. How to determine appropriate solutions.

19. Why it is important to meet agreed schedules.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **on one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U90203   **Manage Inventory**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to monitor and control the storage of inventory in an agro processing facility. It covers the type of information that will be required; the need for accurate sorting and collating of information; the regular monitoring of inventory and the identification and resolution of problems. The unit also considers compliance with procedures for controlling the inventory being stored; elements of traceability, documentation and coding of goods.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Monitor receipt procedures and requirements	1.1 Review receipt documentation to ensure it meets legal, regulatory and organizational requirements.
	1.2 Confirm that receipt documentation is approved and signed off by the **relevant persons.**
	1.3 Identify **compliance issues** and pass the information to the **relevant persons.**
	1.4 Check **goods** against packing list or invoices to ensure accuracy.
	1.5 Investigate if inaccuracies are identified and refer to **relevant persons** in accordance with organizational requirements
	1.6 Confirm that **goods** are coded in accordance with organizational requirements.
	1.7 Supervise the sorting of **goods** in accordance with Good Manufacturing Practices (GMPs) and organizational requirements.
	1.8 Determine if **goods** need to be cleaned before storage.

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	1.9 Confirm that **goods** are cleaned and re-coded according to GMPs and organizational requirements.
	1.10 Oversee the placement of **goods** into inventory in accordance with organizational requirements.
2. Monitor the storage and movement of goods	2.1 Confirm that handling **equipment** is available for use and in good working order
	2.2 Determine the storage requirements for the **goods** and ensure that space is allocated and cleaned for storage in accordance with hygiene and safety standards and organizational requirements.
	2.3 Develop a maintenance schedule in accordance with GMPs and organizational requirements and ensure that goods are used according to the first in first out principles.
	2.4 Verify that **goods** are sorted and packed in accordance with GMPs and organizational requirements.
	2.5 Sample **goods** for compliance in accordance with GMPs, industry standards and organizational requirements.
3. Monitor issuing procedures	3.1 Review issuing documentation to ensure it meets legal, regulatory and organizational requirements.
	3.2 Ensure that issuing documentation is approved and signed off by **relevant persons.**
	3.3 Identify **problems** and pass information to the **relevant persons** according to organizational guidelines.

4.	Analyze information on inventory	4.1	Monitor information on quantities, specifications, handling, storage and quality of the **inventory** being stored in accordance with industry standards and organizational procedures.
		4.2	Sort and collate relevant **data** on inventory.
		4.3	Select and use appropriate analysis methods and procedures.
		4.4	Correctly collate findings within the agreed schedule according to organizational requirements.
		4.5	Clearly identify key findings.
5.	Provide results on monitoring	5.1	Prepare results within the agreed timeframes and discuss with the **relevant persons** before dissemination.
		5.2	Identify promptly **problems** and or **opportunities** for improvement and inform the **relevant persons** according to organizational procedures.
6.	Comply with inventory procedures	6.1	Utilize **inventory systems** according to organizational requirements.
		6.2	Control **inventory** according to industry standards and legal and organizational requirements.

RANGE STATEMENT

All range statements must be assessed:

1   Relevant persons:

- Manager
- Supervisor
- Staff Member
- Supplier

2   Compliance Issues:

- Quality
- Technical
- Procedural

3   Goods:

- End products
- Fruits/ Vegetables
- Meats
- Poultry
- Fish
- Herbs
- Spices
- Dairy
- Root crops

4   Problems:

- Quality
- Technical

5   Data:

- Quantitative
- Qualitative

6   Equipment:

- Pallet Jacks
- Fork lifts
- Carts
- Trolleys

7   Inventory:

- Finished products
- Chemicals
- Packaging materials
- Gases
- Spare parts

8   Inventory systems:

- Manual
- Automated

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are Good Manufacturing Practices (GMPs).

2. What is receipt documentation.

3. What are the legal, regulatory and organizational requirements related to receiving inventory.

4. What are the organizational standards for approving and signing off receipt documentation.

5. What are compliance issues and how to identify them.

6. How to identify when compliance issues need to be passed on to the appropriate stakeholders.

7. How and why to check goods against packing lists or invoices for accuracy and what are the organization's requirements for escalating inaccuracies related to goods received.

8. What is the organization's requirement for coding goods.

9. Why is it important to code goods and what are the organizational requirements for coding goods.

10. What are the organizational requirements for sorting and packing goods.

11. Why it is important to clean and code goods before storage.

12. What are the industry standards and organizational requirements for storing goods.

13. What information is needed to cost goods and how to cost goods in accordance to industry requirements.

14. How to sample goods and why it is important to do so.

15. How to confirm that handling equipment is available for use and in good working order.

16. How to determine the storage requirements for goods and ensure that space is made ready for the storage of goods.

17. What are the organizational requirements related to the storage of goods.

18. What is issuing documentation.

19. What are the legal, regulatory and organizational requirements related to the issuing inventory.

20. How to identify problems/opportunities and solutions.

21. How to communicate problems according to organizational procedures.

22. What are the organizational procedures for monitoring information on the quantities, specifications, handling, storage specification and quality of inventory.

23. What are delivery schedules.

24. What and who are the sources of information on the quantity, specification, handling, storage and quality of inventory.

25. How to sort and collate data.

26. What are analysis methods and procedures and which are most appropriate for the analysis of information on inventory.

27. Why it is important to meet deadlines.

28. How to identify key findings.

29. How to prepare results and why it is important to discuss them before dissemination.

30. What are inventory systems and how to use them.

31. What are the legal and regulatory requirements for controlling inventory.

32. What are the organizational requirements and policies relating to control of inventory.

33. What are the different types of inventory and how are they classified.

34. What are the direct and indirect costs of holding inventories.

35. What are the main techniques associated with managing inventories.

EVIDENCE GUIDE

For assessment purposes:

1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U90303   **Plan and manage team meetings**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to plan and manage meetings. It includes establishing the purpose and objectives of a meeting, preparing documentation, conducting meetings and following up on action points.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Plan the meeting	1.1	Establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives.
	1.2	Make meeting arrangements in accordance with organizational requirements and within designated timelines.
	1.3	Prepare agenda covering established objectives, while retaining sufficient flexibility to cover additional items if necessary.
	1.4	Prepare meeting **documentation** and **disseminate** it among meeting **participants** prior to the meeting.
2. Conduct the meeting	2.1	Chair meeting in accordance with organizational procedures and meeting protocols.
	2.2	Accurately **record** minutes of the meetings according to organizational requirements.
	2.3	**Communicate** clearly and appropriately in a way that ensures that participants understand points under discussion to encourage open and constructive participation.
	2.4	Provide opportunities for participants to express their views.
	2.5	Summarize discussion and allocate action points with timelines to staff, where these have been decided during the meeting.
	2.6	Take decisions when necessary, within the meeting where you have the authority to do so.

3.   Follow up after meeting

    3.1   Process and **distribute documentation** from meetings according to organizational requirements.

    3.2   Follow up on action points after the meeting and ensure they are implemented within the designated timelines where it is within your scope of authority.

    3.3   Inform the organizational leadership team of recurrent themes when additional help is required to achieve objectives.

    3.4   Inform colleagues regarding outcomes of meetings.

    3.5   Incorporate work resulting from meetings into the current work schedule, prioritizing and actioning tasks as appropriate.

    3.6   Reflect on your overall management of the meeting, and identify areas for improvement.

RANGE STATEMENT

All range statements must be assessed:

1. **Documentation:**

    a. Electronic
    b. Printed
    c. Written

2. **Dissemination/distribution:**

    a. Electronically
    b. Manually

3. **Participants:**

    a. Managers
    b. Line staff
    c. Colleagues

4. **Records:**

    a. In writing
    b. Electronically

5. **Communication:**

    -   Verbally
    -   Non-verbally
    -   In writing

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to establish the purpose and objectives of a meeting and determine if this is the best way to achieve the objectives.

2. What are the organizational requirements and designated timelines for arranging meetings.

3. How to design an agenda and how to ensure that it covers the objectives but is flexible enough to cover additional items that may arise.

4. How to prepare documentation for meetings and why it is important to disseminate it before the meeting.

5. What are the organizational procedures and protocols for chairing a meeting.

6. How to run a meeting according to the agenda and adjust the agenda according to the needs of the meeting.

7. Why it is important to record minutes, how it should be done and who should hold responsibility for doing it.

8. How to communicate clearly and ensure that discussions are clearly understood.

9. What are the interpersonal and communication styles that foster open and constructive communication during meetings.

10. How and why it is important to provide all persons with a fair opportunity to express their views.

11. How to summarize and allocate action points with timelines to staff.

12. Why it is important to make decisions within one's authority during meetings.

13. Why it is important to process and disseminate documentation arising from meetings

14. How and why to follow-up to ensure that actions points are implemented within timelines.

15. Why it is important to raise recurrent themes with leadership when additional help is needed to achieve objectives.

16. Why it is important to inform colleagues of the outcomes of meetings

17. How to incorporate work from meetings into the current work schedule.

18. How to prioritize and auction tasks and when it is appropriate to do so.

19. Why it is important to reflect on the management of the meeting and improve where necessary.

EVIDENCE GUIDE

For assessment purposes:

1)   Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2)   Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3)   Context of Assessment

This unit may be assessed on the job, off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U57402   **Provide leadership in own area of responsibility**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to provide direction to persons in a defined area, whilst motivating and supporting them to achieve the vision and objectives for that area.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Provide leadership within own area of responsibility

    1.1 Motivate and encourage persons within your own area of responsibility to define their direction and commit themselves to achieving results.

    1.2 **Communicate** the shared vision and values of the organization clearly and enthusiastically to relevant persons.

    1.3 Communicate the link between the vision, objectives and operational plans clearly in your own area of responsibility and those of the overall organization and confirm that they are understood.

    1.4 Lead your own area of responsibility successfully through difficulties, challenges and times of crisis.

    1.5 Develop and appropriately use a range of **leadership styles** in situations and when dealing with others.

    1.6 Motivate persons to present ideas and provide feedback to show that they are heard and understood.

2. Provide support to persons within own area of responsibility

    2.1 Encourage persons to identify and take responsibility for their own developmental needs.

    2.2 Provide persons with support, advice and guidance when they need it, especially during periods of setback and change.

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2.3 Motivate and support persons to achieve their work and development objectives and provide recognition for their successes.

2.4 Encourage persons to take the lead in their own area of responsibility when they have the knowledge and expertise and to show a willingness to accept leadership.

2.5 Obtain the trust and support of persons across the organization and key stakeholders through your own performance and behaviour.

2.6 Seek feedback regularly on your own performance from key stakeholders and persons across the organization.

RANGE STATEMENT

All range statements must be assessed:

1. **Leadership Styles:**

   - Collaborative
   - Democratic
   - Coaching
   - Affiliated
   - Autocratic

2. **Communicate:**

   - Orally
   - In writing

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Who are the individuals within your own area of responsibility, their roles, responsibilities, competencies and potential.

2. What are your own values, motivations and emotions.

3. What are your strengths and limitations in the leadership role.

4. What are your role, responsibilities and level of authority.

5. How to engage persons within own area of responsibility, across the organization and other stakeholders in defining the organization's direction and obtain commitment to achieving results.

6. What are the differences between managing and leading.

7. What are the vision, objectives and culture of the overall organization.

8. What are the vision, objectives, culture and operational plans for your own area of responsibility.

9. How to create a compelling vision for your own area of responsibility.

10. What are organizational values and why these are important.

11. What are the different leadership styles and how to select and apply these to different situations and persons.

12. What are the leadership styles used across the organization.

13. What are the different techniques and methods for communicating with persons across the organization and how these should be applied.

14. How to select and successfully apply different methods for communicating with persons across your own area of responsibility.

15. How to obtain and make use of feedback from persons on your own leadership performance.

16. What are the strengths, limitations and potential of the persons you lead.

17. What are the types of difficulties and challenges that may arise and ways of identifying and addressing them.

18.   How to support and nurture a culture which encourages and recognizes creativity and innovation.

19.   Why it is important to encourage others to take the lead and the ways in which this can be achieved.

20.   How to effectively empower persons in your own area of responsibility.

21.   How to select and successfully apply different methods for encouraging, motivating and supporting persons and recognizing achievement.

22.   What types of support and advice persons are likely to need and how to respond to these.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than two occasions over a period of time.** This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral/written questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

 This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used,** except in exceptional circumstances where natural work evidence is unlikely to occur.

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Level	
2	**Glossary of Terms**

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work

activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

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Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive therefore, each category must be assessed.

Role Play

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of a candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation etc. (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Level 2 — Glossary of Terms

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).