



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

**Agro-Food Processing
Level 4**

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Qualification Overview
NVQB
In
Agro-Food Processing
Level 4

NVQB Qualification Agro-Food Processing Level 4

Qualification Overview

This qualification is designed to provide training, assessment and recognised certification for persons managing food processing operations. Candidates must be able to carry out the range of general management functions as well as operationalise lean manufacturing and audit quality systems within the agro-food processing sector.

Who is this qualification for?

This qualification is aimed at persons who have vast experience in the food processing industry and utilise varying technologies while working on the processes. Persons should be autonomous and experienced enough in the management and auditing of food processing facilities. Competencies are for persons who are likely to be in roles where, for example, their duties include:

- Managing food processing facilities
- Researching and developing new food products
- Assuring product quality and safety

Jobs within the occupational area

Relevant occupations include:

- Food Scientists
- Food Technologists
- Production Managers
- Quality Assurance Managers
- Consultants (Food Safety/Quality Assurance)
- Research and Development Officers

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

A09404 APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
AGRO-FOOD PROCESSING LEVEL 4

To achieve the full qualification, candidates must complete all fifteen (15) mandatory units.

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODE</u>
1. Implement a Quality Management System	UA31404
1.1 Plan for the implementation of a Quality Management System (QMS)	
1.2 Develop a Quality Management System (QMS)	
1.3 Implement operational strategies, policies and programmes for a Quality Management System (QMS)	
1.4 Monitor the implementation of a food Quality Management System (QMS)	
1.5 Review and report on the performance of a food Quality Management System (QMS)	
2. Manage food processing operations	UA31504
2.1 Prepare and plan operations for food processing facilities	
2.2 Manage resources and quality within food processing facilities	
3. Regulate and audit quality assurance (QA) systems	UA31604
3.1 Plan and prepare for a QA audit	
3.2 Conduct and monitor a QA system audit	
3.3 Verify the audit process and findings	
3.4 Evaluate the audit process	
4. Regulate and audit food safety systems	UA31704
4.1 Plan and prepare for a food safety audit	
4.2 Conduct and monitor a food safety audit	
4.3 Verify the audit process and findings	
4.4 Evaluate the audit process	
5. Regulate and audit environmental management systems	UA31804
5.1 Plan and prepare for an environmental management systems audit	
5.2 Conduct and monitor the environmental management systems audit	
5.3 Verify the audit process and findings	
5.4 Evaluate the audit process	

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODE</u>
6. Maintain sustainable food production systems	UA31904
6.1 Assess the impact of food processing operations on the environment	
6.2 Maintain social responsibility when producing foods for consumption	
6.3 Maintain economic viability in the food processing industry	
7. Facilitate the development of lean manufacturing systems and practices	UA32004
7.1 Facilitate the development of lean manufacturing systems and practices	
7.2 Implement and maintain lean manufacturing and systems and practices	
8. Develop new and innovative products	UA32104
8.1 Conceptualise ideas on products being developed	
8.2 Research the product market	
8.3 Develop a prototype of the product	
8.4 Oversee a trial manufacture of the product	
9. Manage teams	UA32204
9.1 Confirm team requirements	
9.2 Implement strategies to manage teams	
9.3 Manage team performance	
9.4 Evaluate team performance	
10. Implement a strategic business (development and continuity) plan	UA32304
10.1 Implement operational requirements, strategies and procedures for food processing facilities	
10.2 Implement the organisational strategies and procedures of the business plan	
10.3 Monitor business performance	
10.4 Review business performance	
11. Support the recruitment, selection and induction of staff	UA32404
11.1 Plan for recruitment	
11.2 Plan for the selection of staff	
11.3 Support the selection process	
11.4 Induct successful candidates	

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODE</u>
12. Develop and implement business development strategies to expand the client base	UA32504
12.1 Develop strategies to identify potential clients	
12.2 Initiate relationships with potential clients	
12.3 Manage client relationships	
12.4 Utilise networks to expand the client base	
13. Develop and manage budgets	UA32604
13.1 Plan for and collect information for budget	
13.2 Develop budget	
13.3 Finalise budget and allocate resources	
13.4 Monitor and control budget	
13.5 Complete financial and statistical reports	
14. Manage projects	UA32704
14.1 Develop project plan	
14.2 Administer and monitor projects	
14.3 Evaluate projects	
15. Set up an agro-food processing line	UA32804
15.1 Plan for the set-up of an agro-food processing line	
15.2 Manage the set-up of an agro-food processing line	
15.3 Evaluate the functionality of an agro-food processing line	

UA31404

Implement a Quality Management System (QMS)

Unit Descriptor: pro

This unit describes the knowledge, skills and attitudes required to implement a Quality Management System (QMS) within a food processing facility. It covers the development, implementation and management of the Quality Management System.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan for the implementation of a Quality Management System (QMS) | 1.1 Determine the type of QMS to be implemented within the organisation |
| | 1.2 Develop the objectives of the QMS and the required processes to achieve them. |
| | 1.3 Confirm the organisational structure, responsibilities and lines of accountability for managing the processes of the QMS . |
| | 1.4 Provide clear guidance to relevant personnel on the development of the QMS plans and the content required for the QMS manual. |
| 2. Develop a Quality Management System (QMS) | 2.1 Develop key performance indicators to monitor operational performance in accordance with expected outputs. |
| | 2.2 Develop strategies, policies and procedures and identify resources based on expected outputs and organisational requirements. |
| | 2.3 Identify any constraints which may impact the QMS according to industry best practice. |
| | 2.4 Develop and maintain quality documents in accordance with QMS , organisational and regulatory policies. |
| 3. Implement operational strategies, policies, and programmes for a Quality Management System (QMS) | 3.1 Train relevant personnel in the use of the new QMS and its associated documentation in accordance with organisational procedures. |

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|----|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 3.2 | Implement QMS strategies, policies, and procedures in accordance with organisational requirements. |
| | 3.3 | Liaise with relevant personnel to achieve the required operational outcomes of the QMS in accordance with organisational procedures. |
| 4. | Monitor the implementation of a food Quality Management System (QMS) | |
| | 4.1 | Review and examine the implementation process and its associated documentation for implementing the QMS . |
| | 4.2 | Analyse relevant data and information obtained since the implementation of the QMS to confirm the operational performance of the QMS. |
| | 4.3 | Assess and document any processes or practices which may result or have resulted in the breach of the QMS and deal with breaches in accordance with organisational procedures. |
| | 4.4 | Resolve matters relating to the quality or safety of food produced within the facility in accordance with organisational procedures. |
| | 4.5 | Analyse and evaluate the overall performance of the QMS against key performance indicators in accordance with quality plan and outputs. |
| | 4.6 | Determine the effectiveness and sustainability of the QMS in accordance with organisational requirements. |
| | 4.7 | Manage risks that may affect the overall outcomes of the QMS in accordance with quality plan and organisational requirements. |
| 5. | Review and report on the performance of a Quality Management food System (QMS) | |
| | 5.1 | Document the performance of the QMS in accordance with organisational requirements. |
| | 5.2 | Recommend changes, modifications or improvements to the QMS to ensure compliance with quality policy. |

- 5.3 Maintain records in accordance with quality policy and organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Quality Management Systems (QMS):

- Quality assurance system
- Food safety system
- Production system
- Environmental management system

2. Resources:

- Physical
- Financial
- Human

3. Quality documents:

- Reference documents (e.g. production specifications, legislation, industry standards)
- Controlled documents (e.g. procedures manual)
- Core documents of the Quality Management System (e.g. work instructions, job descriptions, training documents)

4. Relevant personnel:

- Certification bodies
- Suppliers
- Staff

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are Quality Management Systems (QMS) and how are they used.
2. What are the different types of QMS.
3. What is the role, purpose and function of a QMS.
4. What are the industry standards, regulatory protocols and requirements regarding food QMS and the implementation of such within business.
5. What are the organisational and industry requirements for personal and industrial hygiene.
6. What types of strategies, policies and procedures are used and applied to QMS.
7. How to implement the policies, procedures, processes and controls of the QMS in the organisation.
8. How to maintain QMS documentation.
9. How to communicate elements of the QMS effectively within the workplace.
10. How to access, interpret and communicate information about the QMS, quality requirements and related procedures to others in the work area.
11. How to provide access to and maintain current the QMS, model safe food handling and quality practices and procedures to achieve the required outcomes.
12. How to support others to meet quality standards and follow up QMS procedures by ensuring personnel receive the required training and information within their designated responsibilities.
13. How to identify, report and address QMS non-compliance issues in a timely manner.
14. How to identify, report and address QMS training and development needs and requirements.
15. How to participate in consultation processes to improve QMS in the workplace.
16. How to lead investigations into the QMS according to organisational procedures.

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 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 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.

UA31504**Manage food processing operations**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to efficiently manage and review the operational processes and procedures within the food processing environment. It covers operational planning, process control along with the management of resources, product quality and traceability.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare and plan operations within food processing facilities | 1.1 Review the standard operating procedures with relevant personnel and make recommendations to improve systems as required according to organisational and regulatory policies and procedures.

1.2 Analyse current food processing operations and predict growth and sustainability for an agreed time period based on agreed operational output trends.

1.3 Consult with relevant personnel to plan daily and future operations of the facility in accordance with organisational and regulatory standards.

1.4 Confirm the inventory of raw materials and finished products in accordance with organisational policies and procedures.

1.5 Prepare production schedules and rosters in accordance with organisational policies and procedures. |
| 2. Manage resources and quality within food processing facilities | 2.1 Analyse raw materials, finished products' shelf life data and records of any wastage according to standard operating procedures.

2.2 Review quality documents to ensure accuracy and adherence to procedures in accordance with the quality manual and organisational requirements. |

- 2.3 Implement preventative and corrective actions for any discovered **discrepancies** in accordance with organisational policies and procedures.
- 2.4 Trace products throughout the entire manufacturing process in accordance with standard operating procedures.
- 2.5 Document the resources, processes and outcomes of food processing operations appropriately and in accordance with organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Relevant personnel:

- Staff
- Stakeholders
- Certification bodies
- Auditors

2. Quality documents:

- QA and food safety documents
- Food safety documents
- Production and analytical records and reports

3. Discrepancies:

- Mechanical
- Human

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the management procedures relevant to the efficient running of the business.
2. How to assess the demand and need for production of a product.
3. How to effectively communicate on food processing operations with relevant personnel.
4. How to schedule production according to organisational and regulatory requirements.
5. What are the industry, organisational and regulatory requirements for manufacturing food products.
6. What are the industry best practices for manufacturing food products.
7. What are the different stages of food processing and how to effectively monitor each one.
8. What are the policies, procedures and protocols to be followed during the manufacture of food products.
9. What are the policies and procedures to be followed when non-compliance has occurred in the manufacturing process.
10. What is product recall and what are the policies and procedures relating to recalling a food product from production line and market.

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 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 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.

UA31604**Regulate and audit quality assurance systems**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to adequately monitor and control quality assurance systems already in place within food processing environments. It covers the auditing of existing QA (processes, practices and controls) for their effectiveness in producing quality products and the documentation of such. It also deals with the rectification of any non-conformances found.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan and prepare for a QA audit | <ul style="list-style-type: none"> 1.1 Discuss the audit process with relevant personnel in preparation for the audit. 1.2 Confirm the objectives and scope of the audit in accordance with organisational and regulatory requirements. 1.3 Prepare a QA system audit plan and template in accordance with organisational and regulatory procedures. 1.4 Obtain and examine documentation relevant to the existing QA system and confirm that there are adequate operational controls in place. |
| 2. Conduct and monitor a QA system audit | <ul style="list-style-type: none"> 2.1 Obtain and analyse evidence related to the existing QA system according to the audit plan, organisational and regulatory requirements. 2.2 Confirm that the evidence collected is reflective of daily work practices and the operating procedures of the business according to industry practice. 2.3 Conduct an audit of the QA system in accordance with standard operating procedures. |

- 2.4 Monitor the **audit** process against the **audit** plan to ensure compliance with regulatory procedures.
- 2.5 Document **non-conformance** according to the **audit** plan, organisational and regulatory requirements.
- 3. Verify the audit process and findings
 - 3.1 Identify **audit outcomes** according to the **audit** plan.
 - 3.2 Identify and address any variations to the **audit** plan in a timely manner.
 - 3.3 Report the **audit outcomes** to **relevant personnel** in accordance with organisational procedures.
 - 3.4 Analyse the **audit** outcomes and where necessary, make adjustments to existing QA systems according to organisational and regulatory requirements.
 - 3.5 Investigate **non-conformance** with **relevant personnel** in accordance with the **audit** plan and legislative requirements.
 - 3.6 Confirm that any **non-conformance** is rectified correctly in accordance with organisational and regulatory requirements.
 - 3.7 Evaluate the effectiveness of the existing QA system based on the **evidence** obtained.
 - 3.8 Maintain **audit** records in accordance with organisational and regulatory requirements.
- 4. Evaluate the audit process
 - 4.1 Review the **audit** process with **relevant personnel** in accordance with organisational policies and procedures.
 - 4.2 Make recommendations to **relevant personnel** on how the **audit** process can be improved based on the results from the evaluation.

- 4.3 Implement agreed recommendations according to organisational policy.

RANGE STATEMENT

All range statements must be assessed:

1. Audit:

- Internal
- External

2. Relevant personnel:

- Specialist
- Management

3. Documentation:

- Electronic
- Manual

4. Evidence:

- QA policies and procedures
- Lab reports on food product
- Raw material certificates/reports
- Production targets
- Wastage and spoilage
- Product recall statistics
- Environmental

5. Audit outcomes:

- Conformance
- Non-conformance

6. Non-conformance:

- Major
- Minor

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are quality assurance systems.
2. Why it is important for quality assurance systems to be audited.
3. What is a quality assurance audit and its associated audit stages and activities.
4. What are the roles and responsibilities of the auditor when conducting quality assurance audits.
5. What are the organisational policies, procedures, industry standards and legislative requirements governing the conduct of quality assurance audits.
6. How to develop an appropriate audit plan based on the type of audit being conducted.
7. How to plan and prepare for quality assurance audits.
8. How to effectively manage the audit process against the audit plan.
9. How and when to conduct quality assurance audits.
10. How to facilitate audit processes inclusive of meetings and any non-conformities found.
11. How to collect, analyse and interpret data and evidence of the quality assurance system.
12. How to determine the adequacy of data and evidence collected.
13. How to verify quality assurance systems and determine the effectiveness of such.
14. How to prepare audit reports and other documentation pertaining to the audit process.
15. What is an audit trail and why it is important to document all audit findings and outcomes appropriately.
16. How to ascertain the intervals for performing quality assurance audits.
17. What are non-conformances and how to recognise when there is a non-conformance in the audit.
18. How to utilise problem solving strategies when investigating non-conformances and reviewing the food safety system.
19. Who to notify when there are non-conformances in the audit and the designated timeframe for reporting it.
20. Why it is important to do follow ups and close off corrective actions for non-conformances in timely manner/ designated timeframe, how and when to do so.
21. What are the timeframes for reporting non-conformance.
22. How to evaluate the audit process and make recommendations based on results of evaluation.

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 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 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.

UA31704**Regulate and audit food safety systems**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to adequately monitor and control food safety systems within food processing environments. It covers the auditing of existing food safety systems for effectiveness in producing and maintaining products which are safe for the consumer, documenting such information and the rectification of any non-conformances found.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan and prepare for a food safety audit | 1.1 Discuss the audit process with relevant personnel in preparation for the audit. |
| | 1.2 Confirm the objectives and scope of the audit with relevant personnel in accordance with organisational and regulatory requirements. |
| | 1.3 Prepare a food safety audit plan and audit template in accordance with organisational and regulatory procedures. |
| | 1.4 Obtain and examine documentation relevant to the existing food safety system and confirm there are adequate operational controls in place. |
| 2. Conduct and monitor a food safety audit | 2.1 Obtain and analyse evidence related to the existing food safety system according to the audit plan, organisational and regulatory requirements. |
| | 2.2 Confirm that the evidence collected is reflective of daily work practices and operating procedures of the business according to industry practice. |
| | 2.3 Conduct an audit of the food safety system in accordance with the audit plan and standard operating procedures. |
| | 2.4 Monitor the audit process against the audit plan to ensure compliance with regulatory process. |

- 2.5 Document **non-conformance** according to the **audit** plan, organisational and regulatory requirements.
3. Verify the audit process and findings
 - 3.1 Identify and record the **audit outcomes** according to the **audit** plan.
 - 3.2 Identify and address any variations to the **audit** plan in a timely manner in accordance with organisational procedures.
 - 3.3 Report the **audit outcomes** to **relevant personnel** in accordance with organisational procedures.
 - 3.4 Analyse the **audit** outcomes and where necessary, make adjustments to the existing food safety system according to organisational and regulatory requirements.
 - 3.5 Investigate **non-conformance** with **relevant personnel** in accordance with the **audit** plan and legislative requirements.
 - 3.6 Confirm that any **non-conformance** is rectified correctly in accordance with organisational and regulatory requirements.
 - 3.7 Evaluate the effectiveness of the existing food safety system based on the **evidence** obtained.
 - 3.8 Maintain **audit records** in accordance with organisational and regulatory requirements.
4. Evaluate the audit process
 - 4.1 Review the **audit** process with **relevant personnel** in accordance with organisational policies and procedures.
 - 4.2 Make recommendations to **relevant personnel** on how the **audit** process can be improved based on the results from the evaluation.
 - 4.3 Implement agreed recommendations according to organisational policy.

RANGE STATEMENT

All range statements must be assessed:

1. Audit:

- Internal
- External

2. Relevant personnel:

- Specialist
- Management

3. Documentation:

- Electronic
- Manual

Evidence:

- Hazard Analysis Critical Control Point (HACCP) assessments showing control measures and control limits
- Food safety policies and procedures
- Audit reports
- Food safety plan
- Product recall reports
- Stability data on the product
- Labelling and shelf life data
- Sampling of raw materials and finished product
- Analytical reports

4. Audit outcomes:

- Conformance
- Non-conformance

5. Non-conformance:

- Major
- Minor

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is a food safety audit and its associated audit stages and activities.
2. What are food safety management systems.
3. What is Hazard Analysis Critical Control Point (HACCP).
4. What are food safety hazards, the various types of food safety hazards and procedures and systems for controlling them.
5. What are corrective actions and when and how to apply these.
6. What are the methods used to determine the appropriateness and effectiveness of control measures and critical limits.
7. What are the intrinsic and extrinsic factors which impact on food safety.
8. What are the roles and responsibilities of the auditor when conducting food safety audits.
9. What are the organisational policies, procedures, industry standards and legislative requirements governing the conduct of food safety audits.
10. How to develop an appropriate audit plan based on the type of audit being conducted.
11. How to effectively manage the audit process against the audit plan.
12. How to plan and prepare for food safety audits.
13. How to and when to conduct food safety audits.
14. How to facilitate audit processes inclusive of meetings and any non-conformities found.
15. How to collect, analyse and interpret data and evidence of the food safety system.
16. How to determine adequacy of data and evidence collected.
17. How to verify food safety programmes and determine effectiveness of such.
18. How to prepare audit reports and other documentation pertaining to the audit process.
19. Why it is important for food safety systems to be audited.
20. How to ascertain the intervals for performing food safety audits.
21. What are non-conformances and how to recognise when there is a non-conformance in the audit.
22. How to utilise problem solving strategies when investigating non-conformances and reviewing the food safety system.
23. Who to notify when there are non-conformances in the audit and the designated timeframe for reporting the non-conformance.
24. How and when to do follow ups for non-conformities obtained during the audit process.
25. Why it is important to do follow ups and close off corrective actions for non-conformances in timely manner/ designated timeframe.

26. What is an audit trail and why it is important to document all audit findings and outcomes appropriately.
27. What are the time frames for reporting non-conformance.
28. How to evaluate the audit process and make recommendations based on results of evaluation.

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 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 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.

UA31804**Regulate and audit environmental management systems**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to conduct audits of environmental management systems within food processing facilities. It covers the auditing of an environmental management system for its effectiveness in protecting the environment through safe systems of work, documentation of such and the rectification of any non-conformances found.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for an environmental management systems audit | 1.1 Discuss the audit process with relevant personnel according to organisational procedures. |
| | 1.2 Confirm the objectives and scope of the audit in accordance with organisational and regulatory requirements. |
| | 1.3 Prepare an environmental management system audit plan and template in accordance with organisational and regulatory procedures. |
| | 1.4 Obtain and examine documentation relevant to existing environmental management systems and confirm that there are adequate operational controls in place. |
| 2. Conduct and monitor the environmental management systems audit | 2.1 Obtain and analyse evidence related to existing environmental management systems according to the audit plan, organisational and regulatory requirements. |
| | 2.2 Confirm that the evidence collected is reflective of daily work practices and the operating procedures of the business according to industry practice. |
| | 2.3 Conduct an audit of environmental management systems in accordance with standard operating procedures. |

- 2.4 Monitor the **audit** process against the **audit** plan to ensure compliance with regulatory procedures.
 - 2.5 Document **non-conformance** according to the **audit** plan, organisational and regulatory requirements.
- 3. Verify the audit process and findings
 - 3.1 Identify **audit outcomes** according to the **audit** plan.
 - 3.2 Identify and address any variations to the **audit** plan in a timely manner.
 - 3.3 Report **audit outcomes** to **relevant personnel** in accordance with organisational procedures.
 - 3.4 Analyse **audit** outcomes and where necessary, make adjustments to existing environmental management systems according to organisational and regulatory requirements.
 - 3.5 Investigate **non-conformance** with **relevant personnel** in accordance with the **audit** plan and legislative requirements.
 - 3.6 Confirm that any **non-conformance** is rectified correctly in accordance with organisational and regulatory specifications or requirements.
 - 3.7 Evaluate the effectiveness of existing environmental management systems based on the **evidence** obtained.
 - 3.8 Maintain **audit** records in accordance with organisational and regulatory requirements.
- 4. Evaluate the audit process
 - 4.1 Review the **audit** process with **relevant personnel** in accordance with organisational policies and procedures.

- 4.2 Make recommendations to **relevant personnel** on how the **audit** process can be improved based on the results of the evaluation.
- 4.3 Implement agreed recommendations according to organisational policy.

RANGE STATEMENT

All range statements must be assessed:

1. Audit:

- Internal
- External

2. Relevant personnel:

- Specialist
- Management

3. Documentation:

- Electronic
- Manual

4. Audit outcomes:

- Conformance
- Non-conformance

5. Non-conformance:

- Major
- Minor

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand

1. What is an environmental management system audit and its associated stages and activities.
2. Why it is important for environmental management systems to be audited and how to do so.
3. What are environmental management systems and their purpose within food processing facilities.
4. What are the environmental factors and food production processes which impact on the environment and the policies and procedures for controlling them.
5. What are corrective actions and when and how to apply them.
6. What are the methods used to determine the appropriateness and effectiveness of environmental management systems.
7. What are the roles and responsibilities of the auditor when conducting environmental management system audits.
8. What are the organisational policies, procedures, industry standards and legislative requirements governing the conduct of environmental audits.
9. How to develop an appropriate audit plan for environmental management systems.
10. How to effectively manage the audit process against the audit plan.
11. When to conduct environmental management system audits.
12. How to plan and prepare for environmental management system audits.
13. How to facilitate the audit process inclusive of meetings and any non-conformities found.
14. What documentation should be reviewed prior to the start of an environmental audit.
15. How to ensure that environmental management system requirements are all established, implemented and maintained in accordance with industry, regulatory, international code protocols.
16. What evidence is required to satisfy the environmental audit.
17. How to collect, analyse and interpret data and evidence of environmental management systems.
18. How to determine the adequacy of data and evidence collected.
19. How to verify environmental management programmes and determine the effectiveness of such.
20. How to prepare audit reports and other documentation pertaining to the audit process.
21. How to ascertain the intervals for performing food safety audits.
22. What are non-conformances and how to recognise when there is a non-conformance in the audit.
23. How to utilise problem solving strategies when investigating non-conformances and reviewing environmental management system.
24. Who to notify when there are non-conformances in the audit and the designated timeframe for reporting them.
25. How and when to do follow ups for non-conformities found during the audit process.

26. Why it is important follow up and close off corrective actions for non-conformances in a timely manner within designated timeframes.
27. What is an audit trail and why it is important to document all findings and outcomes appropriately.
28. What are the time frames for reporting non-conformances.
29. How to evaluate the audit process and make recommendations based on results of the evaluation.

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 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 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.

UA31904**Maintain sustainable food production systems**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to produce food products in a sustainable manner. It deals with the processes and systems that are environmentally friendly, economically sound and that do not compromise the needs of future generations. It also covers producing products within budget.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assess the impact of food processing operations on the environment | <ul style="list-style-type: none"> 1.1 Identify sustainable food production policies, processes and practices within the organisation. 1.2 Document hazards within the food production process which may impact upon the environment. 1.3 Make recommendations for suitable strategies to mitigate or correct the negative impact which may be caused. 1.4 Implement suitable systems and methodologies for maintaining and improving sustainable food production in accordance with organisational and regulatory protocols. |
| 2. Maintain social responsibility when producing foods for consumption | <ul style="list-style-type: none"> 2.1 Identify sustainable practices and systems which are suitable for organisation. 2.2 Liaise with relevant personnel to implement sustainable practices and systems for the organisation. 2.3 Monitor and verify the sustainability practices of the organisation in accordance with standard operating procedures. 2.4 Practice producing food products which are safe and of high-quality standards according to industry regulations. 2.5 Dispose of waste safely and appropriately in accordance with safety and health procedures and protocols. |

- 2.6 Comply with legislation and industry standards to ensure the safety of product for consumers.
 - 2.7 Support the management of non-compliance issues associated with food production processes, systems and practices with relevant personnel.
- 3. Maintain economic viability in food processing industry
 - 3.1 Monitor **costs** associated with the production process ensuring products are produced within budget and production targets.
 - 3.2 Review production processes, practices and systems and recommend changes which can enhance the production process according to goals of the organisation.
 - 3.3 Manage the impact of change in the organisation upon implementing competitive systems and practices.

RANGE STATEMENT

All range statements must be assessed:

1. Hazards:

- Chemical
- Biological
- Physical

2. Systems:

- Quality assurance
- Food Safety
- Environmental management
- Audit
- Certification

3. Sustainability practices:

- Supply chain (raw material/ingredient procurement) management
- Energy reduction/reduction in carbon footprint
- Chemical management
- Waste minimisation
- Resource management e.g. tools, equipment, human resources
- Packaging e.g. biodegradable, recyclable

4. Waste:

- Hazardous
- Non-hazardous

5. Costs:

- Equipment procurement and maintenance
- Staff
- Facilities
- Resources e.g. raw materials
- Energy costs

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is sustainability as it applies to food processing operations.
2. What are sustainable food products and the associated production systems.
3. What are the sustainability practices relevant to the food processing operations of the business.
4. What are the roles that the various food processing systems play in protecting the environment.
5. What are economically and environmentally friendly production measures utilised by the business.
6. What are the organisational, industry and regulatory protocols regarding protecting the environment.
7. What is waste and the type of waste generated by the food processing facility.
8. What are the organisational and regulatory requirements for waste generation, minimisation and disposal.
9. How to mitigate against the most frequently occurring hazards.
10. How to monitor and verify if processes and practices are sustainable.
11. What practices should be put in place to assist in the quality of the end product.
12. What costs are associated with sustainable manufacturing and how to monitor them.
13. How to review and manage change to the system based on recommendations.

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 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 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.

UA32004

Facilitate the development of lean manufacturing systems and practices

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and implement lean manufacturing systems and practices.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Facilitate the development of lean manufacturing systems and practices | <ul style="list-style-type: none"> 1.1 Research industry specific lean manufacturing principles, systems, processes and practices applicable to the organisation. 1.2 Analyse the organisational operational processes, systems, goals and strategic plans to agree on the use of lean manufacturing processes. 1.3 Prepare documentation to assist in improving the operational capacity in keeping with organisational goals and policies. 1.4 Consult with relevant personnel to address the lean manufacturing considerations for the business and obtain approval for such in accordance with organisational policies and procedures. |
| 2. Implement and maintain lean manufacturing systems and practices | <ul style="list-style-type: none"> 2.1 Develop lean manufacturing tools which will aid the overall efficiency and performance of the business. 2.2 Implement a lean manufacturing system for operational optimisation of the business in accordance with operational and organisational procedures. 2.3 Monitor the efficiency of operations using the lean manufacturing tools implemented. 2.4 Document the results and outcomes of implementation and report to relevant personnel in accordance with organisational and operational procedures. |

- 2.5 Make recommendations for operational improvements to **relevant personnel** in accordance with organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Relevant personnel:

- Stakeholders
- Consultants
- Staff

2. Lean manufacturing tools:

- The 5S System
- Root cause analysis tools e.g. 5Y, Pareto, fish bone analysis
- Regression analysis
- Value stream mapping
- Failure Mode Effects Analysis (FMEA)
- Kaizen (Continuous Improvement)
- Poka-yoke (Mistake Proofing)
- Kanban
- Plan Do Check Act (PDCA)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is lean manufacturing.
2. What are the principles of lean manufacturing and the associated methodologies.
3. How to facilitate the development of lean manufacturing processes and systems within your organisation.
4. What are the advantages and disadvantages of implementing and operating under lean manufacturing principles.
5. What factors affect the overall operational efficiency of the business.
6. What is human resource management and how to assess the human factor in determining efficiency to business.
7. What are lean manufacturing tools and how to use these tools to aid overall efficiency and monitor efficiency and performance of the business.
8. How to make recommendations for operational improvements and to whom recommendations should be made.

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 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 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.

UA32104

Develop new and innovative products

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to formulate, develop and pilot the manufacture of new products within the market. It entails product research and development from conceptualisation to realisation (from concept to market). It also covers value added systems, nutrition and overall product safety.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|-------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Conceptualise ideas on products being developed | 1.1 | Compile ideas on product and brand to be developed according to organisational procedures. |
| | | 1.2 | Use ideas to design a product and brand for the organisation within the agro-food processing market in keeping with organisational policies. |
| | | 1.3 | Determine the regulatory and industry requirements for product. |
| | | 1.4 | Review product design and identify required resources according to the process to be used. |
| | | 1.5 | Confirm that the design brief, including relevant drawings and process maps, meet organisational and legislative requirements. |
| 2. | Research the product market | 2.1 | Analyse the market for the potential needs of the product to be developed according to organisational and regulatory policies and procedures. |
| | | 2.2 | Research customers or potential customers within the agro-food processing market who would benefit from the new product according to organisational procedures. |
| | | 2.3 | Gather data and other information on the responses and needs of customers within the identified demographics . |

- 2.4 Consult with relevant stakeholders to discuss the results of the market analysis and confirm market needs for the product being developed.
 3. Develop a prototype of the product
 - 3.1 Create and modify the **formulation** of the product where necessary, in accordance with design concept and framework.
 - 3.2 Assess the credibility of the raw material supply chain for the product of interest according to organisational policy and procedures.
 - 3.3 Identify the steps and stages of the production process along with the required **resources** to manufacture the product according to the design concept.
 - 3.4 Communicate the design concept to production personnel to determine concerns or gaps according to organisational processes.
 - 3.5 Assess **systems** in place for compliance with organisational and regulatory protocols and the sufficiency of these in producing a safe product for market use.
 - 3.6 Adjust the design of the prototype to satisfy customers and production needs according to feedback from end users.
 - 3.7 **Design and brand** the product for review in accordance with regulatory requirements.
 - 3.8 Validate the **costs** associated with developing the product for the market with relevant personnel.
4. Oversee a trial manufacture of the product
 - 4.1 Procure the required **resources** to manufacture the product in accordance with organisational procedures.
 - 4.2 Schedule the manufacture of the product according to standard operating procedures.

- 4.3 Manage production process according to organisational policies and procedures.
- 4.4 Experiment with and amend where necessary, the manufacturing process for optimal product results in accordance with formulation requirements and organisational procedures.
- 4.5 Compare documentation and the actual product to ensure it was manufactured in accordance with the design concept and prototype specifications.
- 4.6 Conduct **product testing** to ensure it conforms to nutritional **label claims** and regulatory standards and requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Product:

- New product
- Newly improved product

2. Demographics:

- Age
- Race
- Location
- Preferences

3. Formulation:

- Chemical
- Physical

4. Resources:

- Raw materials/ingredients
- Tools, equipment, technology
- Human capital
- Packaging materials
- Financial

5. Systems:

- Quality assurance
- Food safety
- Production and equipment design

6. Brand and design:

- Trade name
- Packaging (types and sizes)
- Labelling

7. Costs:

- Raw materials
- Production
- Human resources
- Testing
- Marketing

8. Product testing:

- Analytical
- Nutritional
- Sensory
- Visual

9. Label claims:

- Quantitative
- Allergens

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are creativity and innovation and the associated concepts and methodologies in food manufacturing.
2. What is idea generation and how to generate ideas and concepts relevant to food products.
3. What are the methods for taking ideas to paper and how to do so.
4. How to perform market research and analysis.
5. How to develop a product prototype and brand and design it.
6. What requirements are to be considered, established, maintained relating to the new product being developed.
7. What legislation is applicable to the establishment of new products on the market and how to comply with such legislation and industry standards.
8. What ingredients are required for the product being developed and how to procure and maintain sustainability of these over time.
9. What are the labelling requirements and industry standards relevant to the labelling of products.
10. What documentation is required for the development and production of products for the market.
11. How to maintain the quality and safety of new products.
12. What processes and controls are required for the development and manufacture of new products.
13. How to formulate a product that is of nutritional value and safe for consumption.
14. What is the best formulation for a new product and how to adjust for optimal results.
15. How to make product improvements.
16. How to market a product.

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 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 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.

UA32204**Manage teams**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide direction to members of a team and support and manage them to achieve team and individual objectives.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Confirm team requirements | <ul style="list-style-type: none"> 1.1 Analyse and record the requirements for teams according to organisational procedures. 1.2 Develop and record key performance indicators (KPIs) for the team according to business strategies and organisational procedures. 1.3 Confirm the key roles and responsibilities of team members with relevant personnel in accordance with organisational policies and procedures. 1.4 Allocate resources to support the attainment of the team and organisational KPIs according to standard operating procedures. |
| 2. Implement strategies to manage teams | <ul style="list-style-type: none"> 2.1 Communicate organisational targets, standards, culture and business expectations to team openly and effectively in accordance with organisational policies and procedures. 2.2 Promote the balanced participation of team members in discussions and activities in accordance with organisational policies and procedures. 2.3 Negotiate work roles to balance team goals, job requirements and team members' individual differences according to standard operating procedures. |
| 3. Manage team performance | <ul style="list-style-type: none"> 3.1 Implement strategies for providing training, coaching and mentoring to the team in accordance with organisational policies and procedures. |

- 3.2 Implement strategies for addressing individual and team performance and for providing **feedback** to the team in accordance with organisational policies and procedures.
 - 3.3 Develop positive working relationships with the team to facilitate effective performance.
 - 3.4 Review the team's individual and overall conduct and performance according to organisational procedures.
 - 3.5 Manage the allocation of resources to support the attainment of targets and KPIs.
- 4. Evaluate team performance
 - 4.1 Collect and **record** qualitative and quantitative data to evaluate achievement of KPIs.
 - 4.2 Apply evaluation data to determine, record and implement improvements to maximise achievement of KPIs.

RANGE STATEMENT

All range statements must be assessed:

1. Record:

- Manual
- Electronic

2. Communicate:

- Verbal
- Written
- Email

3. Feedback:

- Constructive
- Sandwich

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different ways of communicating effectively with members of a team.
2. How to plan for the achievement of team objectives and the importance of involving team members in this process.
3. Why it is important to demonstrate to team members how personal work objectives contribute to the achievement of team objectives.
4. What are feedback, the various types of feedback and the most effective feedback methods to use with your team.
5. How to obtain and make use of feedback from others on your leadership performance and style of leadership.
6. How to provide feedback to your team on their development and performance.
7. How to select and successfully apply methods for motivating, supporting and encouraging team members and recognising their achievements.
8. What are the types of difficulties and challenges that may arise and the ways in which these can be identified and addressed.
9. Why it is important to encourage others to take the lead and the ways in which this can be achieved.
10. How to encourage and recognise creativity and innovation within a team.
11. Who are the individuals within your team, their roles, responsibilities, competencies and potential.
12. What is the team's purpose, objectives and plans.
13. What are the personal work objectives of team members.
14. What are the types of support and advice that team members are likely to need and how to respond to those needs.
15. How to evaluate situations and problems within the team and make sound decisions.
16. What are the various decision making methodologies and best practices.
17. Why decision making is critical in leading and managing your team effectively.

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 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 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.

UA32304

Implement a strategic business (development and continuity) plan

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to implement a business continuity and development plan within food processing enterprises. It involves monitoring business performance against specific performance markers and reviewing business operations to maintain market viability.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Implement operational requirements, strategies and procedures for food processing facilities</p> | <p>1.1 Develop an action plan to provide clear and coherent direction in accordance with business goals and objectives and organisational policies and procedures.</p> <p>1.2 Identify occupational safety and health and environmental issues associated with the business and develop strategies to minimise associated risks in accordance with legislative requirements.</p> <p>1.3 Develop quality systems for the organisation in accordance with industry standards and legislative requirements.</p> <p>1.4 Develop performance measures and operational targets and budgets conforming to the business plan.</p> <p>1.5 Confirm the goals and objectives of the business with relevant personnel.</p> <p>1.6 Develop strategies for innovation, including utilising existing, new or emerging technologies, where practicable, to optimise business performance based on the agreed goals and objectives.</p> |
| <p>2. Implement the operational strategies and procedures of the business plan</p> | <p>2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction according to the business plan and strategies.</p> |

- 2.2 Implement systems and procedures in accordance with the business plan and legislative requirements.
 - 2.3 Maintain the budget for human resources to maximise productivity according to the business plan.
 - 2.4 Operate the business in accordance with the business plan, organisational and legislative requirements.
- 3. Monitor business performance
 - 3.1 Monitor the achievement of **operational targets** within specified timeframes to ensure optimum business performance in accordance with business plan and organisational policies and procedures.
 - 3.2 Review operational strategies, systems, policies and procedures to effectively support and improve business performance.
 - 3.3 Investigate and analyse operational problems in accordance with root cause analysis and organisational procedures.
 - 3.4 Amend operational strategies, policies and procedures to incorporate preventative and corrective actions in accordance with organisational and legislative requirements.
- 4. Review business performance
 - 4.1 Research and analyse market trends to identify competition as well as new business opportunities.
 - 4.2 Adjust the business plan where necessary, to reflect new business opportunities, goals and objectives and maintain business success and viability.

RANGE STATEMENT

All range statements must be assessed:

1. Goals and objectives:

- Customer
- Financial
- Social responsibility
- Short and long-term goals for business
- Systems and processes

2. Quality systems:

- Quality assurance
- Food safety
- Audits

3. Systems and procedures:

- Controls
- Inventory
- Expenditures
- Production processes
- Wastage
- Risk to safety and health environment

4. Operational targets:

- Short or long term
- Internal
- External

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are networks and how to develop and maintain them.
2. What are operation and revenue control systems and how to implement them.
3. What are the methods for monitoring performance and implementing improvements within agro-food processing facilities and how to do so.
4. What are the organisational and legislative requirements for managing all types of hazards within business operations.
5. What are the principles of risk management relevant to the business, including risk assessment.
6. What are quality systems and how to develop and implement suitable systems for agro-food processing facilities.
7. What are the industry and legislative standards relevant to agro-food processing facilities.
8. What are the basics of sales, marketing and financial management within businesses.
9. What are performance measures/indicators.
10. What is innovation and the role it plays in business success and viability.
11. What is sustainability and the role it plays in maintaining economic viability and protection of the environment.
12. What are sustainable business practices and operations.
13. What systems are adequate to managing staff, inventory, expenditure, services and customer service for a specified business size.

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 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 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.

UA32404

Support the recruitment, selection and induction of staff

Unit Descriptor:

This unit describes the skills, knowledge and attitudes required to execute tasks associated with the recruitment, selection and induction of staff.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan for recruitment | <ul style="list-style-type: none"> 1.1 Obtain approval from relevant personnel to fill required positions and clarify timelines and requirements for the appointment of staff according to organisational procedures. 1.2 Consult with relevant personnel about job descriptions and the workforce strategy according to organisational procedures. 1.3 Participate in the preparation of job descriptions which accurately reflect role requirements according to organisational procedures, legislative requirements and national codes and standards. 1.4 Confirm that the job description complies with legislative and organisational requirements for a diverse workforce. 1.5 Obtain approval from relevant personnel to advertise positions according to organisational procedures. |
| 2. Plan for the selection of staff | <ul style="list-style-type: none"> 2.1 Choose appropriate media for the advertisement of vacancies according to organisational procedures. 2.2 Support the placement of advertisements for vacancies according to organisational policies and procedures. 2.3 Consult with relevant personnel to convene a selection panel and develop candidate assessment activities and processes according to job description and organisational procedures. |

- 2.4 Contribute to ensuring **candidate assessment activities and processes** are appropriate and comply with legislative and organisational policy.
 - 2.5 Participate in the shortlisting of candidates in accordance with the job description and standard operating procedures.
 - 2.6 Support the scheduling of interviews according to organisational procedures.
- 3. Support the selection process
 - 3.1 Participate in the interview process and assess candidates against agreed assessment criteria according to organisational policy and procedures.
 - 3.2 Confirm the assessment of candidates with the selection panel according to organisational procedures.
 - 3.3 Correct biases and deviations from agreed procedures and negotiate for the preferred candidate.
 - 3.4 Obtain referee reports for candidates according to standard operating procedures.
 - 3.5 Prepare the selection report and make recommendations to senior personnel for the appointment of selected candidates.
 - 3.6 Advise unsuccessful candidates of interview outcomes and respond to any queries according to organisational procedures.
 - 3.7 Secure contracts for selected candidates in accordance with organisational procedures.
 - 3.8 Complete necessary documentation according to organisational procedures and adhere to confidentiality and privacy requirements.
- 4. Induct successful candidates
 - 4.1 Provide successful candidates with the employment contract and other documentation according to organisational procedures.

- 4.2 Advise **relevant personnel** of new appointments to staff according to organisational procedures.
- 4.3 Advise **relevant personnel** of the starting dates for successful candidates and make the necessary administrative arrangements according to organisational procedures.
- 4.4 Arrange successful candidate inductions according to organisational policy.

RANGE STATEMENT

All range statements must be assessed:

1. Relevant personnel:

- Human Resources Manager
- Members of staff
- Stakeholders

2. Media:

- Print e.g. newspaper
- Broadcast e.g. internet

3. Candidate assessment activities and processes:

- Face to face e.g. interviews
- Written e.g. questionnaires
- Verbal e.g. telephone interviews

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the various recruitment and selection methods, their advantages and disadvantages and why it is important to consult with relevant personnel to determine the most suitable options.
2. What are the current best practices in industry for the recruitment and selection of resource persons.
3. How and when to use and/or consult with specialist expertise in relation to the recruitment and selection of resource persons.
4. Why the recruitment and selection of resource persons is critical to the efficient running of the business.
5. Why it is important to consult with relevant personnel on the stages of recruitment and selection process, the associated timings and who will be involved at the various stages.
6. How to determine the need for recruitment, selection and maintenance of resource persons within the organisation.
7. How to measure staff turnover.
8. What are job descriptions and why they are important.
9. How to update job descriptions based on new industry trends, legislative requirements, technologies and changes in job role and function.
10. How to provide clear and accurate information on job requirements, qualifications, experience and expectations when looking to fill vacancies within the organisation.
11. What are the various assessment activities which can be used in the recruitment and selection process.
12. How to develop, prepare and or utilise assessment activities in determining recruitment to fill vacancies, seasonal vacancies or internal and external hiring processes.
13. How to judge that applicants have met the requirements of the job specifications.
14. How to take account of equality, diversity and cultural issues, legislative requirements, codes of practice and organisational policies when recruiting and selecting and maintaining resource persons.
15. How to maintain confidentiality processes and practices when recruiting and selecting resource persons.
16. What are the organisational policies relevant to storing and maintaining confidential information relevant to the recruitment and selection of resource persons.
17. How to provide feedback to unsuccessful candidates.
18. How to induct successful candidates into staff.

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 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 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.

UA32504 **Develop and implement business development strategies to expand the client base**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and implement prospecting strategies to expand the client base of organisation seeking to employ persons.

ELEMENT	PERFORMANCE CRITERIA
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To be competent you must achieve the following:

- | | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop strategies to identify potential clients | 1.1 Undertake research to identify potential clients according to standard operating procedures. |
| | 1.2 Develop marketing and promotional plans to target potential clients according to industry best practice and organisational procedures. |
| | 1.3 Use prospecting methods to target potential clients according to organisational procedures. |
| | 1.4 Evaluate strategies for targeting potential clients for their effectiveness according to standard operating procedures. |
| 2. Initiate relationships with potential clients | 2.1 Develop communication strategies to effectively liaise with potential clients according to standard operating procedures. |
| | 2.2 Analyse client business and legislative requirements according to standard operating procedures. |
| | 2.3 Negotiate client business requirements according to standard operating procedures. |
| | 2.4 Prepare a business proposal to meet negotiated client business requirements according to standard operating procedures. |
| | 2.5 Present business proposals to client in accordance with standard operating procedures. |
| 3. Manage client relationships | 3.1 Follow up with client in accordance with standard operating procedures. |

- 3.2 Negotiate business requirements to ensure client satisfaction with the service to be provided in accordance with organisational policies and procedures.
 - 3.3 Adapt proposals to client requirements as required according to organisational procedures.
 - 3.4 Maintain professional business relationships with clients according to organisational procedures.
- 4. Utilise networks to expand the client base
 - 4.1 Assess established networks for their effectiveness in assisting with the identification of potential clients according to standard operating procedures.
 - 4.2 Use appropriate **communication** strategies to utilise networks to identify potential clients according to standard operating procedures.
 - 4.3 Use networks to identify and build relationships with potential clients according to organisational procedures.
 - 4.4 Identify the benefits of networks and other relationships in expanding the client base.

RANGE STATEMENT

All range statements must be assessed:

1. Communication:

- Verbal
- Written
- Email

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What methods of research are used to target potential clients.
2. How to undertake research to identify potential clients.
3. How to analyse information from a range of sources to effectively identify potential clients and their requirements.
4. How to determine the effectiveness of strategies used for targeting potential clients.
5. How to produce, amend and present documents and business proposals in required formats using appropriate business language to potential clients.
6. How to communicate effectively in the workplace and with potential clients.
7. How to establish and maintain effective business relationships with potential and current clients.
8. How to use results of market analysis to fortify and expand the client base.
9. How to recognise and seize opportunities which will result in growth of the business.
10. How to use creativity and innovation in expanding the client base.
11. How to apply workplace protocols, legislation and regulations to your responsibilities when seeking to expand the client base.
12. How to use networks to expand the client base.
13. What are the benefits of having networks and business relationships with potential clients.
14. Why it is important to follow up with clients at various stages.

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 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 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.

UA32604

Develop and manage budgets

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to collect and analyse information as well as develop and manage a budget in a variety of situations.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Plan for and collect information for budget | 1.1 | Confirm areas for which the budget is being prepared with relevant personnel and analyse the information required for the development of the budget . |
| | | 1.2 | Agree upon the budget parameters with estimates based on research, consultation and negotiation with relevant personnel. |
| | | 1.3 | Consult with relevant personnel in the budget planning process as required, according to standard operating procedures. |
| 2. | Develop budget | 2.1 | Draft the budget based on the analysis of available information according to organisational policy. |
| | | 2.2 | Identify and support income and expenditure estimates with reliable information and circulate the draft budget to relevant personnel for review and comments. |
| 3. | Finalise budget and allocate resources | 3.1 | Provide the final budget for relevant personnel according to standard operating procedures. |
| | | 3.2 | Inform relevant personnel affected by the budget of its limits and goals in their work area and clarify financial management and reporting responsibilities in accordance with standard operating procedures. |
| | | 3.3 | Obtain agreement to budget priorities from relevant personnel and allocate resources according to standard operating procedures. |

- 4. Monitor and control budget
 - 4.1 Confirm actual income and expenditure against the **budget** and present **budget** reports to relevant personnel according to standard operating procedures.
 - 4.2 Respond to **deviations** in the **budget**, take appropriate action and advise relevant personnel on the status of the budget according to organisational procedures.
- 5. Complete financial and statistical reports
 - 5.1 Complete required financial and statistical reports accurately and within designated timelines according to standard operating procedures.
 - 5.2 Make appropriate recommendations about future financial planning to relevant personnel in accordance with standard operating procedures.
 - 5.3 Provide clear and accurate reports to appropriate personnel in accordance with organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Budgets:

- Normal operating
- Capital expenditure

2. Resources:

- Human
- Financial
- Physical (materials and equipment)
- Time
- Quotations
- Contracts
- Strategic plan (KPIs)

3. Deviations:

- Major
- Minor

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are budgets.
2. What is the role and purpose of budgets within organisations.
3. How do the goals and strategic plans of an organisation and objectives of a project influence budgets.
4. Where to obtain and evaluate information for the preparation of budgets.
5. What is the importance of consulting with others to develop the budget.
6. How to discuss, negotiate and confirm a budget with persons who control finance and what key factors should be covered.
7. What are the types of budgets developed.
8. What are the organisational policies and procedures relevant to preparing and controlling budgets.
9. How to prepare, monitor and control budgets.
10. How to use budgets for the allocation of resources within an organisational context.
11. How to use a budget to actively monitor and control performances of a budget.
12. What are the main causes of deviations from a budget.
13. What are the different types of corrective action which could be taken to address identified deviations from the budget.
14. What is the importance of agreeing revisions to the budget.
15. What are the various types of fraudulent activity and how to identify them.
16. How to evaluate a budget performance.
17. What is the budget period used in your organisation.
18. What are the organisational guidelines and procedures for the preparation and approval of budgets and how to monitor and report performance against budgets and revised budgets.
19. What are the limits of your authority.
20. How to prepare financial reports and to whom these reports are provided.
21. Who needs information in the organisation about the performance of the budget, when do they need it and in what format.
22. How to calculate deficits.
23. What are balance, surplus and deficits when constructing a budget.
24. How to calculate balance, surplus and deficits when constructing a budget.

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 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 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.

UA32704**Manage projects**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop project plans, implement project activities, monitor progress to ensure objectives are achieved and evaluate all aspects of projects. The project can relate to product development, research or initiatives such as the introduction of new workplace systems or technologies. This unit applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and project management decisions.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a project plan | <ul style="list-style-type: none"> 1.1 Identify project objectives, budget, scope of activities and deliverables in line with the strategic plans of the organisation. 1.2 Confirm the administrative structure for project management, individual responsibility and reporting hierarchy in accordance with organisational policies. 1.3 Identify resources for project activities according to organisational policy. 1.4 Develop and integrate project evaluation methods according to standard operating procedures. 1.5 Determine risk, regulatory and sustainability issues and incorporate them into the plan according to industry best practice. 1.6 Consult with stakeholders to facilitate input and to achieve approval for the project plan. 1.7 Document the integrated project management plan according to organisational procedures. |
| 2. Implement and monitor projects | <ul style="list-style-type: none"> 2.1 Communicate the project plan and roles and responsibilities to all involved in accordance with organisational policies and procedures. |

- 2.2 Implement **project activities** according to the **project** plan and in conjunction with stakeholders according to organisational policies and procedures.
 - 2.3 Monitor the progress of the **project** to confirm that the deliverables and quality of the **project** are achieved according to the confirmed plan.
 - 2.4 Consult with stakeholders to resolve deviations from the plan to maintain the integrity of the **project**.
 - 2.5 Complete the **project** within agreed timelines and in accordance with standard operating procedures.
3. Evaluate projects
 - 3.1 Provide progress and final reports according to **project** requirements and in accordance with organisational policies and procedures.
 - 3.2 Assess **project** effectiveness at specified stages using agreed evaluation methods according to organisational requirements.
 - 3.3 Evaluate the completed **project** for administrative efficiency, quality and achievement of objectives.
 - 3.4 Report outcomes to stakeholders and use information to enhance future **project** planning and management activities according to standard operating procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Project:

- Setting up a production/packaging line
- Equipment upgrade
- Reconfiguring work areas
- Developing new products

2. Activities:

- Financial
- Quality control
- Deliverables
- Time schedule

3. Resources:

- Quality
- Financial
- Human
- Physical

4. Integrated project:

- Communications
- Public relations
- Marketing
- Human Resources

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the basic concepts of project management and how to apply them to agro-food processing operations.
2. How to develop and use a project plan throughout the course of the project.
3. What are the organisational policies, procedures and regulatory protocols relevant to managing agro-food processing projects.
4. How to apply organisational policies and procedures and regulatory protocols to managing agro-food processing projects.
5. What are budgets and how to develop them for agro-food processing projects.
6. What are the factors which put a project at risk and how to best mitigate these factors.
7. How to assess and quantify the likely effect of risk on project timescales.
8. What resources are required for managing agro-food processing projects.
9. How to source and allocate resources for agro-food processing projects.
10. What are the agreed evaluation methods for evaluating agro-food processing projects.
11. How to evaluate agro-food processing projects.
12. How to report the outcomes of agro-food processing projects to relevant stakeholders.

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 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 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.

UA32804**Set up an agro-food processing line**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to set up an agro-food processing production line. It covers making improvements to any existing production lines as well as setting up of new production line(s) for the business.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|-----------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Plan for the set-up of an agro-food processing line | 1.1 | Identify and research the type of agro-food processing line to be set up using industry guidelines, best practice and regulatory requirements. |
| | | 1.2 | Assess risks associated with setting up the agro-food processing line and identify associated mitigation measures according to organisational procedures. |
| | | 1.3 | Procure and confirm the requirements for setting up the agro-food processing line with relevant personnel according to organisational procedures and regulatory requirements. |
| | | 1.4 | Obtain approval for the set-up of the agro-food processing line and formalise supplier contractual agreements in accordance with regulatory and industry requirements and protocols. |
| | | 1.5 | Procure the required resources to facilitate the set-up of the agro-food processing line in accordance with organisational and industry procedures. |
| | | 1.6 | Conduct planning meetings with relevant stakeholders to confirm and finalise the necessary information associated with the project plan. |

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- | | | | |
|----|------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | Manage the set-up of an agro-food processing line | 2.1 | Coordinate with relevant stakeholders to initiate the set-up of the agro-food processing line in accordance with design specifications and regulatory requirements and protocols. |
| | | 2.2 | Manage the set-up process in accordance with the approved contractual agreement and any deviations that may occur to meet the requirements of the project plan. |
| | | 2.3 | Commission and test the functionality of the agro-food processing line and assess the efficiency and effectiveness of it in accordance with organisational requirements. |
| 3. | Evaluate the functionality of an agro-food processing line | 3.1 | Monitor the functionality of the agro-food processing line , identify any shortfalls, risks or mechanical issues in accordance with operational procedures and evaluate its effectiveness and efficiency. |
| | | 3.2 | Consult with suppliers to make recommendations for operational improvements based upon results obtained from the monitoring of the agro-food processing line . |
| | | 3.3 | Implement recommendations and make any adjustments to the agro-food processing line to attain specified requirements in accordance with the contractual agreement. |

RANGE STATEMENT

All range statements must be assessed:

1. Line:

- Workstation - manual or automated
- Production - manual or automated
- Packaging - manual or automated

2. Resources:

- Human
- Time
- Financial
- Suppliers
- Contractors
- Utilities
- Ancillary
- Tools

3. Design specifications:

- Materials single flow
- Materials batches flow
- Human flow
- Equipment flow
- Food safety design
- Quality design
- Environmental footprint
- Health and safety design

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What methods of research are used for setting up agro-food processing lines.
2. What are the different types of agro-food processing lines and how to organise and set up such.
3. What considerations have to be made when seeking to set up an agro-food processing line.
4. What design specifications are to be considered when setting up an agro-food processing line.
5. What resources are required for setting up agro-food processing lines.
6. How to procure the required resources for setting up an agro-food processing line.
7. What is ergonomics and what are the considerations to be made when designing and setting up an agro-food processing line.
8. How to put together an agro-food processing line which fits the requirements of the business.
9. What are the risks associated in setting up equipment as part of an agro-food processing line.
10. How to commission and test the functionality and effectiveness of the agro-food processing line.
11. What is project management and how to use project management skills to complete the set-up of the agro-food processing line in conjunction with the project plan and designated timelines.
12. Who to consult with to fulfill project requirements.
13. How to evaluate the functionality of an agro-food processing line and make adjustments to such.

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 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 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.

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

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

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 they 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 pre-determined 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 activity which a person should be able to do. It 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 staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises 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:

Recognises 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 guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognises 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:

Recognises 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:

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

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure 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 what is required for the successful achievement of an element. They are descriptions of what you 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 you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

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

Role-plays

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 you are able to collect evidence and make a judgment 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 their work, or where the candidate needs to develop competence, before being judged competently, 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 the 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, you will be able to elicit evidence which will help you 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 (see note in glossary).

Underpinning knowledge

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

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - 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.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make 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 observation.

A project often involves the identification of a solution to a specific problem identified by you 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).