

Specification

Edexcel competence-based
qualifications

**Edexcel Level 4 Award, Certificate and Diploma for
Proficiency in Food Manufacturing Excellence (QCF)**

For first registration September 2010



Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills and Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 4 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 4 Award for Proficiency in Food Manufacturing Excellence (QCF)	501/1684/8	01/10/2010
Edexcel Level 4 Certificate for Proficiency in Food Manufacturing Excellence (QCF)	501/1683/6	01/10/2010
Edexcel Level 4 Diploma for Proficiency in Food Manufacturing Excellence (QCF)	501/1685/X	01/10/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 4 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)

These qualifications:

- are nationally recognised
- are based on the Food and Drink Manufacturing National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by Improve.

The Level 4 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) have been approved as components required for the Food and Drink Manufacturing Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are designed for learners who are working in a food manufacture or supply chain environment and offer a sustainable Continuous Improvement Programme for the workplace. They offer learners the opportunity to develop skills and knowledge required to prove competence at work. They will also suit learners who are competent at core production and/or manufacturing activities and are looking for ways of developing existing skills and knowledge to support productivity.

Who are these qualifications for?

These qualifications are for all learners aged 19 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

These qualifications require individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the food manufacturing industry as defined by Improve, the Sector Skills Council. As such, it contributes to the development of skilled labour in the sector. This qualification may contribute towards the competence and knowledge elements of an Apprenticeship.

What are the potential job roles for those working towards these qualifications?

- Abattoir operative
- Baker
- Brewery worker
- Butcher
- Confectioner
- Food processing operative
- Food scientist/technologist
- Meat hygiene inspector
- Meat process worker
- Technical brewer

What progression opportunities are available to learners who achieve these qualifications?

These qualifications make up part of a suite of apprenticeship qualifications within Edexcel's Food and Drink Manufacturing sector. Learners may progress to Level 5 from this qualification.

Further information is available in *Annexe A*.

What is the qualification structure of the Edexcel Level 4 Award for Proficiency in Food Manufacturing Excellence (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

To achieve the full Level 4 Award, learners must achieve a minimum of 10 credits, comprising the following combination of credits from each of the two unit groups:

Group A – it is not mandatory to take any credits from Group A, but up to 12 credits can be achieved

Group B – it is not mandatory to take any credits from Group B, but up to 5 credits can be achieved

Any further credits achieved up to 12 credits will be recorded with all the units that have been passed in the qualification.

Group A – Change Management units

Credit value required: maximum 12.

Unit 1: L/601/9650 – Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit 2: R/601/9651 – Understand how to Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit 3: Y/601/9652 – Lead the Identification of Priorities in Achieving Excellence in Food Operations

Unit 4: D/601/9653 – Lead the Quantification of Current Performance in Achieving Excellence in Food Operations

Unit 5: H/601/9654 – Lead the Analysis of Current Performance in Achieving Excellence in Food Operations

Unit 6: K/601/9655 – Lead the Improvement of Performance in Achieving Excellence in Food Operations

Unit 7: M/601/9656 – Lead the Control of Performance in Achieving Excellence in Food Operations

Unit 8: T/601/9657 – Develop an Achieving Excellence Strategy in Food Operations

Unit 9: A/601/9658 – Understand how to Develop an Achieving Excellence Strategy in Food Operations

Unit 10: F/601/9659 – Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit 11: T/601/9660 – Understand how to Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit 12: A/601/9661 – Lead Organisational Change to Sustain Excellence in Food Operations

Unit 13: F/601/9662 – Understand how to Lead Organisational Change to Sustain Excellence in Food Operations

Unit 14: J/601/9663 – Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit 15: L/601/9664 – Understand how to Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit 16: R/601/9665 – Ensure Compliance to Support Achieving Excellence in Food Operations

Unit 17: Y/601/9666 – Understand how to Ensure Compliance to Support Achieving Excellence in Food Operations

Unit 18: D/601/9667 – Develop an Achieving Excellence Culture in Food Operations

Unit 19: H/601/9668 – Understand how to Develop an Achieving Excellence Culture in Food Operations

Unit 20: K/601/9669 – Manage Risk to Control Achieving Excellence in Food Operations

Unit 21: D/601/9670 – Understand how to Manage Risk to Control Achieving Excellence in Food Operations

Unit 22: K/601/9672 – Encourage Innovation in Achieving Excellence in Food Operations

Unit 23: M/601/9673 – Understand how to Encourage Innovation in Achieving Excellence in Food Operations

Unit 24: T/601/9674 – Develop and Manage Relationships with External Organisations in Food Operations

Unit 25: A/601/9675 – Understand how to Develop and Manage Relationships with External Organisations in Food Operations

Unit 26: H/600/9609 – Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Unit 27: Y/600/9588 – Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit 28: F/601/9676 – Develop, Implement and Evaluate Quality Assurance Systems in Food Operations

Unit 29: J/601/9677 – Evaluate and Improve Quality Assurance Systems in Food Operations

Unit 30: L/601/9678 – Understand Quality Assurance Systems in Food Operations

Unit 31: R/601/9679 – Assess Operations for Effectiveness and Compliance with Food Safety Standards in Operations

Unit 32: J/601/9680 – Report on Compliance with Food Safety Requirements in Operations

Unit 33: L/601/9681 – Understand how to Report on Compliance with Food Safety Requirements in Operations

Unit 34: R/601/9682 – Develop a Strategy to Achieve Sustainability in Food Operations

Group B – Food Manufacturing Excellence Knowledge units

Credit value required: maximum 5.

Unit 35: Y/601/9683 – Principles of Food Policy and Regulation

Unit 36: D/601/9684 – Principles of Using Information Communication Technology (ICT) and Management Information Systems (MIS) in Food Technology

Unit 37: H/601/9685 – Principles of Energy Efficiency in Food Operations

Unit 38: K/601/9686 – Principles of Waste Minimisation in Food Operations

Unit 39: M/601/9687 – Principles of Waste Minimisation in a Food Environment

Unit 40: T/601/9688 – Principles of Efficient Transport Usage in Food Operations

Unit 41: A/601/9689 – Principles of Change Project Management in Food Operations

Unit 42: L/602/2001 – Principles of an Achieving Excellence Strategy in Food Operations

Unit 43: M/601/9690 – Principles of Achieving an Excellence Culture in Food Operations

Unit 44: D/601/9944 – Principles of Achieving Excellence in Food Operations

Unit 45: T/601/9948 – Principles of Quality Improvement Methodologies in Achieving Excellence in Food Operations

Unit 46: T/601/9951 – Principles of Quality Improvement Tools and Techniques in Achieving Excellence in Food Operations

Unit 47: F/601/9953 – Principles of Defining Improvement Opportunities in Achieving Excellence in Food Operations

Unit 48: J/601/9954 – Principles of Measuring Organisational Performance in Achieving Excellence in Food Operations

Unit 49: L/601/9955 – Principles of Analysing Current Organisational Performance in Achieving Excellence in Food Operations

Unit 50: R/601/9956 – Principles of Improving Organisational Performance in Achieving Excellence in Food Operations

Unit 51: Y/601/9957 – Principles of Controlling Organisational Performance in Achieving Excellence in Food Operations

What is the qualification structure of the Edexcel Level 4 Certificate for Proficiency in Food Manufacturing Excellence (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

To achieve the full Level 4 Certificate, learners must achieve a minimum of 27 credits, comprising of the following combination of credits from each of the two unit groups:

Group A – a minimum of 20 credits

Group B – it is not mandatory to take any credits from Group B, but up to 10 credits can be achieved

Any further credits achieved up to 36 credits will be recorded with all the units that have been passed in the qualification.

Group A – Change Management units

Credit value required: minimum 20.

Unit 1: L/601/9650 – Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit 2: R/601/9651 – Understand how to Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit 3: Y/601/9652 – Lead the Identification of Priorities in Achieving Excellence in Food Operations

Unit 4: D/601/9653 – Lead the Quantification of Current Performance in Achieving Excellence in Food Operations

Unit 5: H/601/9654 – Lead the Analysis of Current Performance in Achieving Excellence in Food Operations

Unit 6: K/601/9655 – Lead the Improvement of Performance in Achieving Excellence in Food Operations

Unit 7: M/601/9656 – Lead the Control of Performance in Achieving Excellence in Food Operations

Unit 8: T/601/9657 – Develop an Achieving Excellence Strategy in Food Operations

Unit 9: A/601/9658 – Understand how to Develop an Achieving Excellence Strategy in Food Operations

Unit 10: F/601/9659 – Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit 11: T/601/9660 – Understand how to Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit 12: A/601/9661 – Lead Organisational Change to Sustain Excellence in Food Operations

Unit 13: F/601/9662 – Understand how to Lead Organisational Change to Sustain Excellence in Food Operations

Unit 14: J/601/9663 – Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit 15: L/601/9664 – Understand how to Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit 16: R/601/9665 – Ensure Compliance to Support Achieving Excellence in Food Operations

Unit 17: Y/601/9666 – Understand how to Ensure Compliance to Support Achieving Excellence in Food Operations

Unit 18: D/601/9667 – Develop an Achieving Excellence Culture in Food Operations

Unit 19: H/601/9668 – Understand how to Develop an Achieving Excellence Culture in Food Operations

Unit 20: K/601/9669 – Manage Risk to Control Achieving Excellence in Food Operations

Unit 21: D/601/9670 – Understand how to Manage Risk to Control Achieving Excellence in Food Operations

Unit 22: K/601/9672 – Encourage Innovation in Achieving Excellence in Food Operations

Unit 23: M/601/9673 – Understand how to Encourage Innovation in Achieving Excellence in Food Operations

Unit 24: T/601/9674 – Develop and Manage Relationships with External Organisations in Food Operations

Unit 25: A/601/9675 – Understand how to Develop and Manage Relationships with External Organisations in Food Operations

Unit 26: H/600/9609 – Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Unit 27: Y/600/9588 – Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit 28: F/601/9676 – Develop, Implement and Evaluate Quality Assurance Systems in Food Operations

Unit 29: J/601/9677 – Evaluate and Improve Quality Assurance Systems in Food Operations

Unit 30: L/601/9678 – Understand Quality Assurance Systems in Food Operations

Unit 31: R/601/9679 – Assess Operations for Effectiveness and Compliance with Food Safety Standards in Operations

Unit 32: J/601/9680 – Report on Compliance with Food Safety Requirements in Operations

Unit 33: L/601/9681 – Understand how to Report on Compliance with Food Safety Requirements in Operations

Unit 34: R/601/9682 – Develop a Strategy to Achieve Sustainability in Food Operations

Group B – Food Manufacturing Excellence Knowledge units

Credit value required: maximum 10.

Unit 35: Y/601/9683 – Principles of Food Policy and Regulation

Unit 36: D/601/9684 – Principles of Using Information Communication Technology (ICT) and Management Information Systems (MIS) in Food Technology

Unit 37: H/601/9685 – Principles of Energy Efficiency in Food Operations

Unit 38: K/601/9686 – Principles of Waste Minimisation in Food Operations

Unit 39: M/601/9687 – Principles of Waste Minimisation in a Food Environment

Unit 40: T/601/9688 – Principles of Efficient Transport Usage in Food Operations

Unit 41: A/601/9689 – Principles of Change Project Management in Food Operations

Unit 42: L/602/2001 – Principles of an Achieving Excellence Strategy in Food Operations

Unit 43: M/601/9690 – Principles of Achieving an Excellence Culture in Food Operations

Unit 44: D/601/9944 – Principles of Achieving Excellence in Food Operations

Unit 45: T/601/9948 – Principles of Quality Improvement Methodologies in Achieving Excellence in Food Operations

Unit 46: T/601/9951 – Principles of Quality Improvement Tools and Techniques in Achieving Excellence in Food Operations

Unit 47: F/601/9953 – Principles of Defining Improvement Opportunities in Achieving Excellence in Food Operations

Unit 48: J/601/9954 – Principles of Measuring Organisational Performance in Achieving Excellence in Food Operations

Unit 49: L/601/9955 – Principles of Analysing Current Organisational Performance in Achieving Excellence in Food Operations

Unit 50: R/601/9956 – Principles of Improving Organisational Performance in Achieving Excellence in Food Operations

Unit 51: Y/601/9957 – Principles of Controlling Organisational Performance in Achieving Excellence in Food Operations

What is the qualification structure of the Edexcel Level 4 Diploma for Proficiency in Food Manufacturing Excellence (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

To achieve the full Level 4 Diploma, learners must achieve a minimum of 37 credits, comprising of the following combination of credits from each of the two unit groups:

Group A – a minimum of 30 credits

Group B – a minimum of 4 credits and a maximum of 18 credits

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

Group A – Change Management units

Credit value required: minimum 30.

Unit 1: L/601/9650 – Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit 2: R/601/9651 – Understand how to Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit 3: Y/601/9652 – Lead the Identification of Priorities in Achieving Excellence in Food Operations

Unit 4: D/601/9653 – Lead the Quantification of Current Performance in Achieving Excellence in Food Operations

Unit 5: H/601/9654 – Lead the Analysis of Current Performance in Achieving Excellence in Food Operations

Unit 6: K/601/9655 – Lead the Improvement of Performance in Achieving Excellence in Food Operations

Unit 7: M/601/9656 – Lead the Control of Performance in Achieving Excellence in Food Operations

Unit 8: T/601/9657 – Develop an Achieving Excellence Strategy in Food Operations

Unit 9: A/601/9658 – Understand how to Develop an Achieving Excellence Strategy in Food Operations

Unit 10: F/601/9659 – Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit 11: T/601/9660 – Understand how to Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit 12: A/601/9661 – Lead Organisational Change to Sustain Excellence in Food Operations

Unit 13: F/601/9662 – Understand how to Lead Organisational Change to Sustain Excellence in Food Operations

Unit 14: J/601/9663 – Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit 15: L/601/9664 – Understand how to Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit 16: R/601/9665 – Ensure Compliance to Support Achieving Excellence in Food Operations

Unit 17: Y/601/9666 – Understand how to Ensure Compliance to Support Achieving Excellence in Food Operations

Unit 18: D/601/9667 – Develop an Achieving Excellence Culture in Food Operations

Unit 19: H/601/9668 – Understand how to Develop an Achieving Excellence Culture in Food Operations

Unit 20: K/601/9669 – Manage Risk to Control Achieving Excellence in Food Operations

Unit 21: D/601/9670 – Understand how to Manage Risk to Control Achieving Excellence in Food Operations

Unit 22: K/601/9672 – Encourage Innovation in Achieving Excellence in Food Operations

Unit 23: M/601/9673 – Understand how to Encourage Innovation in Achieving Excellence in Food Operations

Unit 24: T/601/9674 – Develop and Manage Relationships with External Organisations in Food Operations

Unit 25: A/601/9675 – Understand how to Develop and Manage Relationships with External Organisations in Food Operations

Unit 26: H/600/9609 – Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Unit 27: Y/600/9588 – Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit 28: F/601/9676 – Develop, Implement and Evaluate Quality Assurance Systems in Food Operations

Unit 29: J/601/9677 – Evaluate and Improve Quality Assurance Systems in Food Operations

Unit 30: L/601/9678 – Understand Quality Assurance Systems in Food Operations

Unit 31: R/601/9679 – Assess Operations for Effectiveness and Compliance with Food Safety Standards in Operations

Unit 32: J/601/9680 – Report on Compliance with Food Safety Requirements in Operations

Unit 33: L/601/9681 – Understand how to Report on Compliance with Food Safety Requirements in Operations

Unit 34: R/601/9682 – Develop a Strategy to Achieve Sustainability in Food Operations

Group B – Food Manufacturing Excellence Knowledge units

Credit value required: minimum 4, maximum 18.

Unit 35: Y/601/9683 – Principles of Food Policy and Regulation

Unit 36: D/601/9684 – Principles of Using Information Communication Technology (ICT) and Management Information Systems (MIS) in Food Technology

Unit 37: H/601/9685 – Principles of Energy Efficiency in Food Operations

Unit 38: K/601/9686 – Principles of Waste Minimisation in Food Operations

Unit 39: M/601/9687 – Principles of Waste Minimisation in a Food Environment

Unit 40: T/601/9688 – Principles of Efficient Transport Usage in Food Operations

Unit 41: A/601/9689 – Principles of Change Project Management in Food Operations

Unit 42: L/602/2001 – Principles of an Achieving Excellence Strategy in Food Operations

Unit 43: M/601/9690 – Principles of Achieving an Excellence Culture in Food Operations

Unit 44: D/601/9944 – Principles of Achieving Excellence in Food Operations

Unit 45: T/601/9948 – Principles of Quality Improvement Methodologies in Achieving Excellence in Food Operations

Unit 46: T/601/9951 – Principles of Quality Improvement Tools and Techniques in Achieving Excellence in Food Operations

Unit 47: F/601/9953 – Principles of Defining Improvement Opportunities in Achieving Excellence in Food Operations

Unit 48: J/601/9954 – Principles of Measuring Organisational Performance in Achieving Excellence in Food Operations

Unit 49: L/601/9955 – Principles of Analysing Current Organisational Performance in Achieving Excellence in Food Operations

Unit 50: R/601/9956 – Principles of Improving Organisational Performance in Achieving Excellence in Food Operations

Unit 51: Y/601/9957 – Principles of Controlling Organisational Performance in Achieving Excellence in Food Operations

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment strategy

The assessment strategy for these qualifications has been included in *Annexe D*. It has been developed by Improve in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persists at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website, www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver these qualifications?

Each qualification is designed to support learners working in the Food and Drink Manufacturing sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit reference number: L/601/9650

QCF level: 4

Credit value: 4

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who direct the implementation of an achieving excellence strategy in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when directing the implementation of an achieving excellence strategy in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for directing change and improvement	1.1 draft and agree the plans for change and improvement ensuring best fit with the overall achieving excellence strategy 1.2 confirm the key objectives and scope of the plans and the available resources with relevant colleagues and any key stakeholders 1.3 make final changes to plans where necessary and confirm the final plans with the relevant people.			
2 Direct change and improvement	2.1 brief any change and improvement team managers on plans and their roles and responsibilities, and provide ongoing support, encouragement and information 2.2 put processes and resources in place to direct potential risks arising from changes and/or improvements and deal with contingencies 2.3 implement own plan, selecting and applying a range of directive tools and techniques to monitor, control and review progress 2.4 communicate progress to management, any key stakeholders and any others on a regular basis 2.5 identify, in the light of progress, any changes required to plan, obtaining agreement from the relevant people where necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 achieve plan for change and improvement objectives using the agreed level of resources			
	2.7 confirm satisfactory completion of objectives with the relevant people and any key stakeholders.			
3	Obtain and provide feedback on directing change and improvement			
	3.1 evaluate the success of the implementation of objectives, identifying what lessons can be learned and recognising the contributions of any managers and other colleagues			
	3.2 seek feedback on the value of own contribution to change management and improvement as required by the achieving excellence strategy			
	3.3 check current status of the impact of change and improvement implementation			
	3.4 provide feedback on own contribution to directing change management and improvement to the relevant person.			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 2: Understand how to Direct the Implementation of an Achieving Excellence Strategy in Food Operations

Unit reference number: R/601/9651

QCF level: 4

Credit value: 4

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who understand how to direct the implementation of an achieving excellence strategy in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when directing the implementation of an achieving excellence strategy in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to initiate implementation of the strategy	1.1 summarise the organisation's: – achieving excellence vision – strategy – objectives – reasons for improvement – risks and expected benefits 1.2 explain the advantages and disadvantages of main models and methods for directing change effectively for achieving excellence.			
2 Understand how to plan and manage risk in implementation of the strategy	2.1 explain how to devise and agree plans for change and improvement in line with the strategy for achieving excellence 2.2 explain how to make changes to plans and carry out corrective direction as circumstances dictate and the associated management of priorities and rationale for colleagues 2.3 summarise the importance of contingency planning and how to do so effectively 2.4 explain how to assess and manage the risks and benefits associated with implementation of organisational change and improvement 2.5 describe how to make critical decisions about directing implementation.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to deal with critical activities and resources to support implementation of the strategy	3.1 describe the business and operational critical activities and interdependencies associated with change management and improvement 3.2 summarise the internal and resource barriers to change, and the techniques that deal with these 3.3 describe how to deal with stakeholder and line management expectations and how they influence the implementation process.			
4 Understand how to communicate and evaluate implementation of the strategy	4.1 compare the communication channels used to inform, both formal and informal 4.2 outline the policy and systems used to monitor, control and review progress during management of change and improvement in achieving excellence 4.3 explain how to evaluate the success and impact of implementation of the strategy 4.4 summarise the range of information sources and case studies available to support achieving excellence 4.5 describe how to give and receive feedback about the implementation of the achieving excellence strategy and specific management of change and improvement issues.			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Lead the Identification of Priorities in Achieving Excellence in Food Operations

Unit reference number: Y/601/9652

QCF level: 4

Credit value: 5

Guided learning hours: 36

Unit summary

This unit supports workforce development for those who lead the identification of priorities in achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop and maintain procedures for identifying and defining improvement opportunities in food manufacturing excellence (FME)	1.1 agree the development and maintenance of procedures in line with organisational FME strategy or approach 1.2 develop procedures for identifying priorities and defining opportunities for improving organisational performance 1.3 amend and maintain procedures for identifying priorities and defining opportunities for improving organisational performance 1.4 secure the participation of relevant colleagues in the development and maintenance of procedures to identify and define improvement opportunities including: - defining the problem - customer's needs - scope of improvement activity - measurements and targets - lead times - resource implications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.5 consult with internal and external experts where technical input for the procedures is required 1.6 promote and communicate the identification of priorities for improving organisational performance as part of the FME strategy or approach within the organisation.			
2 Lead the identification and definition of improvement opportunities in food manufacturing excellence (FME)	2.1 devise plans to identify and define improvement opportunities in accordance with the FME approach 2.2 identify and select the team and resources required to identify and define improvement opportunities 2.3 agree the activity brief, targets and outputs required of the team 2.4 monitor and support the team and activity to identify and define improvement opportunities 2.5 receive reports and outputs of the activity defining the scope, parameters and measurable targets for improvement opportunities 2.6 identify and agree the priorities for improvement opportunities with relevant colleagues.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on identifying and defining improvement priorities to support food manufacturing excellence (FME)	3.1 evaluate the impact of activities, identifying what lessons can be learned and recognising the contributions of the team and any others 3.2 seek feedback on the value of the contribution to activities 3.3 provide feedback on own contribution to activities to the relevant colleague.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4:

Lead the Quantification of Current Performance in Achieving Excellence in Food Operations

QCF level: 4

Guided learning hours: 36

This unit supports workforce development for those who lead the quantification of current performance in achieving excellence in food manufacturing or supply operations.

Assessment requirements/evidence requirements

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop and maintain procedures for quantifying current performance in food manufacturing excellence (FME)	1.1 agree the development and maintenance of procedures in line with organisational FME strategy or approach			
	1.2 develop procedures for measuring and quantifying current organisational performance for improvement			
	1.3 amend and maintain procedures for measuring and quantifying current organisational performance for improvement			
	1.4 secure the participation of relevant colleagues in the development and maintenance of procedures to measure and quantify current performance			
	1.5 consult with internal and external experts where technical input for the procedures is required			
	1.6 promote and communicate the quantification of current organisational performance as part of the FME strategy or approach within the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Lead the quantification of current performance in food manufacturing excellence (FME)	2.1 devise plans to measure and quantify current performance in accordance with the FME approach 2.2 identify and select the team and resources required to measure and quantify current performance 2.3 agree the activity brief and outputs required of the team including: – collection of data and information – selection of relevant measurement tools and techniques – application of relevant measurement tools and techniques – reporting arrangements 2.4 monitor and support the team and activity to measure and quantify current performance 2.5 receive reports and outputs of the activity to measure and quantify current performance 2.6 make valid judgments about the valuation of current performance and its variation in capability 2.7 identify and agree the valuation of current performance and its variation in capability with relevant colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Obtain and provide feedback on the quantification of current performance to support food manufacturing excellence (FME)	3.1 evaluate the impact of activities, identifying what lessons can be learned and recognising the contributions of the team and any others 3.2 seek feedback on the value of the contribution to activities 3.3 provide feedback on own contribution to activities to the relevant colleague			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: **Lead the Analysis of Current Performance in Achieving Excellence in Food Operations**

Unit reference number: H/601/9654

QCF level: 4

Credit value: 5

Guided learning hours: 36

Unit summary

This unit supports workforce development for those who lead the analysis of current performance in achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop and maintain procedures for analysing current performance in food manufacturing excellence (FME)	1.1 agree the development and maintenance of procedures in line with organisational FME strategy or approach 1.2 develop procedures for analysing current performance for improving organisational performance 1.3 amend and maintain procedures for analysing current practice for improving organisational performance 1.4 secure the participation of relevant colleagues in the development and maintenance of procedures to analyse current performance 1.5 consult with internal and external experts where technical input for the procedures is required 1.6 promote and communicate the analysis of organisational performance as part of the FME strategy or approach within the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Lead the analysis of current performance in food manufacturing excellence (FME)	2.1 devise plans to analyse current performance in accordance with the FME approach 2.2 identify and select the team and resources required to analyse current performance 2.3 agree the activity brief and outputs required of the team including; – selection of analytical and statistical tools/methods – application of relevant analytical and statistical tools/methods – identification of defects/problems – reporting arrangements and outcomes 2.4 monitor and support the team and activity to analyse current performance 2.5 receive reports and outputs of the activity to analyse current performance 2.6 make valid judgements about the value of the analysis of current performance and make recommendations for potential improvement solutions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 agree the analysis of current performance and any potential recommendations for improvement solutions with relevant colleagues			
3 Obtain and provide feedback on the analysis of current performance to support food manufacturing excellence (FME)	3.1 evaluate the impact of activities, identifying what lessons can be learned and recognising the contributions of the team and any others 3.2 seek feedback on the value of the contribution to activities 3.3 provide feedback on own contribution to activities to the relevant colleague			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: **Lead the Improvement of Performance in Achieving Excellence in Food Operations**

Unit reference number: K/601/9655

QCF level: 4

Credit value: 5

Guided learning hours: 36

Unit summary

This unit supports workforce development for those who lead the improvement of performance in achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop and maintain procedures for improving organisational performance in food manufacturing excellence (FME)	1.1 agree the development and maintenance of procedures in line with organisational FME strategy or approach 1.2 develop procedures for improving organisational and process performance 1.3 amend and maintain procedures for improving organisational and process performance 1.4 secure the participation of relevant colleagues in the development and maintenance of procedures to improve organisational and process performance 1.5 consult with internal and external experts where technical input for the procedures is required 1.6 promote and communicate the improvement of organisational performance as part of the FME strategy or approach within the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Lead the implementation priorities for improvement and analysis of process performance in food manufacturing excellence (FME)	2.1 devise plans to improve performance in accordance with the FME approach 2.2 identify and select the team and resources required to improve process performance 2.3 agree the activity brief and outputs required of the team including: – identification of solutions – solution testing – solution validation – solution agreement – measures and targets to assess improvement – reporting arrangements and outcomes 2.4 monitor and support the team and activity to improve process performance 2.5 receive reports and outputs of the activity to improve process performance 2.6 make valid judgements about the measures and targets necessary to analyse performance improvement and make recommendations for controlling the improvement solutions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 agree the analysis arrangements for performance improvement and any potential recommendations for controlling improvement solutions with relevant colleagues			
3 Obtain and provide feedback on improving current performance to support food manufacturing excellence (FME)	3.1 evaluate the impact of activities, identifying what lessons can be learned and recognising the contributions of the team and any others 3.2 seek feedback on the value of the contribution to activities 3.3 provide feedback on own contribution to activities to the relevant colleague			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit reference number:	M/601/9656
QCF level:	4
Credit value:	5
Guided learning hours:	36

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

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

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop and maintain procedures for controlling organisational performance in food manufacturing excellence (FME)	1.1 agree the development and maintenance of procedures in line with organisational FME strategy or approach 1.2 develop procedures for controlling organisational and process performance 1.3 amend and maintain procedures for controlling organisational and process performance 1.4 secure the participation of relevant colleagues in the development and maintenance of procedures to control organisational and process performance 1.5 consult with internal and external experts where technical input for the procedures is required 1.6 promote and communicate the control of organisational performance as part of the FME strategy or approach within the organisation			
2 Lead the evaluation and control of process performance in food manufacturing excellence (FME)	2.1 devise plans to evaluate and control performance in accordance with the FME approach 2.2 identify and select the team and resources required to evaluate and control process performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 agree the activity brief and outputs required of the team including: - solution testing - validation - reorientation/adaptation - agreement and feedback - measurement and evaluation methods - reporting arrangements and outcomes 2.4 monitor and support the team and activity to evaluate and control process performance 2.5 ensure that compliance with regulatory, organisational and social requirements is maintained 2.6 receive reports and outputs of the activity to evaluate and control process performance 2.7 make valid judgements about performance evaluation and controls and make recommendations for ongoing change and control of the performance improvement solutions 2.8 agree the evaluation of performance improvement and any potential recommendations for ongoing control of performance improvement with relevant colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on the evaluation and control of performance to support food manufacturing excellence (FME)	3.1 evaluate the impact of activities, identifying what lessons can be learned and recognising the contributions of the team and any others 3.2 seek feedback on the value of the contribution to activities 3.3 provide feedback on own contribution to activities to the relevant colleague			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Develop an Achieving Excellence Strategy in Food Operations

Unit reference number: T/601/9657

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who develop an achieving excellence strategy in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish improvement opportunities	1.1 review organisational performance data to determine the scope of business needs to achieve excellence 1.2 establish improvement targets by benchmarking organisational practices against industry best practice 1.3 assess potential benefits to the organisation that can be achieved through activities supporting excellence 1.4 specify improvement opportunities for own organisation 1.5 assess potential barriers to implementing an achieving excellence strategy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Establish an achieving excellence strategy	2.1 produce terms of reference, definitions and objectives for an achieving excellence strategy 2.2 obtain the resources required to support the integration of an achieving excellence strategy into organisational activities 2.3 develop strategies to overcome barriers to implementing an achieving excellence strategy 2.4 ensure the relevance of an achieving excellence strategy through consultation with interested parties 2.5 establish processes to monitor and review an achieving excellence strategy implementation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Support the implementation of achieving excellence	3.1 inform others about the importance to the organisation of achieving excellence 3.2 provide guidance on the implementation requirements associated with improvement including: – roles – responsibilities – skills – levels of authority 3.3 support the implementation of an achieving excellence strategy 3.4 promote the benefits to stakeholders of achieving excellence 3.5 monitor and review the impact of an achieving excellence strategy 3.6 report on improvement to stakeholders			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 9: **Understand how to Develop an Achieving Excellence Strategy in Food Operations**

Unit reference number: A/601/9658

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who need to understand how to develop an achieving excellence strategy in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when developing an achieving excellence strategy in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to initiate the strategy	1.1 summarise the principles of achieving excellence in respect of all organisational activities 1.2 outline how to gain stakeholder commitment to an achieving excellence strategy 1.3 explain how to establish the influence of achieving excellence on the organisation's sustainability 1.4 explain where to source advice and guidance on improvement opportunities to achieve excellence 1.5 outline how to communicate effectively with stakeholders on an achieving excellence strategy			
2 Understand how to manipulate the influences on and barriers to the strategy	2.1 explain how the actions of others within the supply chain can influence improvement opportunities 2.2 describe how to quantify the influences which impact on achieving excellence 2.3 assess the potential barriers to the implementation of an achieving excellence strategy 2.4 assess how to quantify potential barriers to achieving excellence and how these can be overcome			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to manipulate improvement techniques and resources within the strategy	3.1 describe how to select relevant business improvement techniques to analyse current performance and to facilitate improvement 3.2 explain how to quantify improvement opportunities which impact on all the component functions of own organisation 3.3 summarise how to determine the resource requirements associated with the implementation of an achieving excellence strategy			
4 Understand how to manipulate performance and benefits of the strategy	4.1 explain how to establish targets for improvement including the use of benchmarking 4.2 explain how to review performance data and determine the scope of potential improvements 4.3 explain how to report on performance and improvements to meet the organisation's achieving excellence strategy 4.4 describe how to identify the benefits to improved business performance			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 10: Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit reference number: F/601/9659

QCF level: 4

Credit value: 4

Guided learning hours: 23

Unit summary

This unit supports workforce development for those who secure commitment to an achieving excellence strategy in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when securing commitment to an achieving excellence strategy in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Produce plans for securing commitment to the strategy	1.1 review the implications and requirements of the achieving excellence strategy 1.2 draft and agree plans for securing commitment to the strategy with the relevant colleagues and stakeholders 1.3 confirm the key objectives, scope of the plans and the available resources with relevant colleagues and any key stakeholders 1.4 make final changes to plans where necessary and confirm the final plans with the relevant people			
2 Secure commitment to the strategy	2.1 brief colleagues and any change and improvement team managers on plans, and clarify their roles and responsibilities 2.2 implement own plan for securing commitment 2.3 select and apply a range of directive tools and techniques appropriate to the needs for: - negotiating - influencing - persuading - agreeing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on securing commitment to the strategy	2.4 communicate progress to management, any key stakeholders and other relevant people on a regular basis			
	2.5 identify, in the light of progress, any changes required to plan for securing commitment, obtaining agreement from the relevant people where necessary			
	2.6 achieve own plans for securing commitment			
	2.7 confirm satisfactory completion of own plan with the relevant people and any key stakeholders			
	3.1 evaluate the impact of activities to secure commitment, identifying what lessons can be learned and recognising the contributions of any colleagues			
	3.2 seek feedback on the value of own contribution to securing commitment to the strategy			
	3.3 provide feedback on own contribution to securing the commitment to the strategy to the relevant person			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Understand how to Secure Commitment to an Achieving Excellence Strategy in Food Operations

Unit reference number: T/601/9660

QCF level: 4

Credit value: 5

Guided learning hours: 31

Unit summary

This unit supports workforce development for those who need to understand how to secure commitment to an achieving excellence strategy in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when securing commitment to an achieving excellence strategy in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to initiate commitment to the strategy	1.1 summarise the organisation's: - the organisation's emerging achieving excellence vision - the organisation's strategy - the rationale for the strategy - the implications for own organisation of change and improvement 1.2 compare the advantages and disadvantages of main models and methods suitable for securing commitment needed for achieving excellence to be formally adopted by the organisation 1.3 describe how to identify and make contact with the relevant people and stakeholders to secure commitment to the strategy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to plan and manage risk in securing commitment to the strategy	2.1 explain how to devise and agree plans for securing commitment to an achieving excellence strategy 2.2 explain how to make changes to plans and carry out corrective direction as circumstances dictate and the associated management of priorities and rationale for colleagues 2.3 summarise the importance of contingency planning and how to do so effectively 2.4 explain how to assess and manage the risks and benefits associated with securing commitment to an achieving excellence strategy, and the implications for organisational change and improvement 2.5 describe how to make critical decisions about securing commitment to the strategy			
3 Understand how to apply skills and resources to support commitment to the strategy	3.1 describe the skills required to secure commitment to the strategy including negotiating, influencing, persuading and agreeing and how to apply these skills at the appropriate level 3.2 summarise the internal and resource barriers to securing commitment to strategy, and the techniques that deal with these 3.3 describe how to deal with stakeholder and line management expectations and how they influence the commitment process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to communicate and evaluate commitment to the strategy	4.1 compare the communication channels used to inform, both formal and informal 4.2 explain how to evaluate the success and impact of securing commitment 4.3 summarise the range of information sources and case studies available to support the rationale for achieving excellence 4.4 outline how to give and receive feedback about securing commitment and related management of change and improvement issues			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Lead Organisational Change to Sustain Excellence in Food Operations

Unit reference number: A/601/9661

QCF level: 4

Credit value: 4

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who lead organisational change to sustain excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish an improvement programme	1.1 communicate the need for improvement and the associated benefits to everyone involved 1.2 encourage all those within the operational area to contribute ideas for improvement 1.3 set and agree objectives for improvement programmes with the relevant people 1.4 evaluate the ideas for improvement through critical examination of all relevant information 1.5 provide positive feedback to the originators of ideas for improvement 1.6 ensure that the resources needed to support the improvement programme are available for use			
2 Allocate roles and responsibilities	2.1 allocate roles and responsibilities to team members 2.2 confirm the people responsible for planning and implementing improvement techniques understand their roles and responsibilities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Lead an improvement programme	3.1 ensure the effective application of improvement techniques 3.2 encourage everyone involved to actively support improvement activities 3.3 support others to ensure the effective implementation of improvement activities 3.4 facilitate effective communication in support of improvement activities 3.5 monitor progress towards established objectives 3.6 assess and deal with obstacles to improvement activities			
4 Obtain and provide feedback on leading change and improvement	4.1 evaluate the success of the change, identifying what lessons can be learned and recognising the contributions of any managers and other colleagues 4.2 seek feedback on the value of own contribution to change management as required by the achieving excellence strategy 4.3 check current status of the impact of change and improvement 4.4 provide feedback on own contribution to leading change management and improvement to the relevant person			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 13: Understand how to Lead Organisational Change to Sustain Excellence in Food Operations

Unit reference number: F/601/9662

QCF level: 4

Credit value: 4

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who understand how to lead organisational change to sustain excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when leading organisational change to sustain excellence in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand leadership, target setting and motivation of staff	1.1 summarise the strengths of different leadership styles and behaviours 1.2 outline how to select and use the appropriate style for different circumstances 1.3 explain why it is important to set specific, measurable, achievable, realistic and time-bound (smart) objectives to achieve improved performance 1.4 explain how to motivate staff and gain their commitment to participate in improvement programmes.			
2 Understand how to plan improvement	2.1 explain why effective planning is essential to improvement programmes 2.2 outline how to justify, present and communicate recommendations for an improvement plan 2.3 explain how to develop a realistic improvement plan 2.4 describe how to ensure that recommendations are sufficiently detailed to enable effective implementation of the results from the improvement plan.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the food operation	3.1 outline the food operation and the processes employed 3.2 summarise the legal requirements regarding health, safety, hygiene, quality and the environment 3.3 summarise the organisational procedures for maintaining: - health - safety - hygiene - quality - the environment.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit reference number: J/601/9663

QCF level: 4

Credit value: 5

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who communicate a vision and policy for achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when communicating a vision and policy for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence. Any observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Produce a communication plan for the vision and policy	1.1 review the briefing for using the vision in line with own organisation's overall branding guidance and related communications guidance 1.2 draft and agree the plans to communicate the vision and policy 1.3 confirm the key objectives and scope of the plans and the available resources with relevant colleagues and any key stakeholders 1.4 make final changes to plans where necessary and confirm the final plans with the relevant people			
2 Direct the communication of the vision and policy for achieving excellence	2.1 brief colleagues and any change and improvement team managers on plans, their roles and responsibilities and provide ongoing support, encouragement and information 2.2 put processes and resources in place to direct potential risks arising from their plans and deal with contingencies 2.3 implement own communication plan, selecting and applying a range of directive tools and techniques appropriate to needs 2.4 communicate progress to management, any key stakeholders and any others on a regular basis			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 identify, in the light of progress, any changes required to the communication plan, obtaining agreement from the relevant people where necessary			
	2.6 achieve planned communication objectives using the agreed level of resources			
	2.7 confirm satisfactory completion of objectives with the relevant people and any key stakeholders			
3 Obtain and provide feedback on directing communication of the vision and policy	3.1 evaluate the impact of own communication activities, identifying what lessons can be learned and recognising the contributions of any managers and other colleagues			
	3.2 seek feedback on the value of own contribution to communicating the vision and policy as required by achieving excellence			
	3.3 provide feedback on own contribution to directing communication to the relevant person			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Understand how to Communicate a Vision and Policy for Achieving Excellence in Food Operations

Unit reference number: L/601/9664

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who need to understand how to communicate a vision and policy for achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when communicating a vision and policy for achieving excellence in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the strategy, communication guidance and methods for achieving excellence	1.1 summarise the organisation's: - achieving excellence vision - strategy - objectives - reasons for improvement - risks and expected benefits 1.2 explain how the organisation's overall brand guidelines and related communications guidance impact on communicating the achieving excellence vision and policy 1.3 explain the advantages and disadvantages of main models and methods suitable for directing communication effectively for achieving excellence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to plan and manage risk in the strategy	2.1 explain how to devise and agree plans to communicate the vision and policy in line with the strategy for achieving excellence 2.2 explain how to make changes to plans as circumstances dictate and how to carry out corrective direction and the associated management of priorities and rationale for colleagues 2.3 describe the importance of contingency planning and how to do so effectively 2.4 explain how to assess and manage the risks and benefits associated with the communication of the vision and policy, and its implications for organisational change and improvement 2.5 explain how to make critical decisions in communicating the vision and policy			
3 Understand the critical activities, barriers and expectations of the strategy	3.1 explain the business and operational critical activities and interdependencies associated with directing communication of the achieving excellence vision and policy 3.2 describe the internal and resource barriers to understanding a communicated vision and policy 3.3 outline the techniques that deal with barriers 3.4 explain how to deal with stakeholder and line management expectations and describe how they influence the communication process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to review, evaluate and collate feedback on the strategy	4.1 compare the communication channels used to inform, both formal and informal 4.2 explain how to manage the policy and systems used to monitor, control and review progress during management of change and improvement in achieving excellence 4.3 outline how to evaluate the success and impact of own communication activities 4.4 summarise the range of information sources available to support achieving excellence 4.5 describe how to give and receive feedback about the communication of the achieving excellence vision and policy and related management of change and improvement issues			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 16: Ensure Compliance to Support Achieving Excellence in Food Operations

Unit reference number: R/601/9665

QCF level: 4

Credit value: 5

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who ensure compliance to support achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Ensure compliance with organisational requirements	1.1 monitor changes to policies and procedures, the effect they have on own area of responsibility and impact of them not being met 1.2 develop policies and procedures to meet organisational objectives, aligned to achieving excellence 1.3 ensure all relevant people understand the policies and procedures and their importance 1.4 support and monitor the implementation of policies and procedures, aligned to achieving excellence			
2 Deal effectively with non-compliance	2.1 encourage a climate of openness about meeting and not meeting the policies and procedures 2.2 identify and correct any failures to meet policies and procedures 2.3 assess reasons for not meeting requirements and change policies and procedures to reduce the likelihood of failures in the future 2.4 report failures to meet requirements to relevant person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Report failures to meet requirements to relevant person	3.1 seek feedback on the value of own compliance status to achieving excellence 3.2 check current compliance levels and targets 3.3 report compliance status to the relevant person 3.4 provide feedback on own contribution to compliance to the relevant person			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 17: Understand how to Ensure Compliance to Support Achieving Excellence in Food Operations

Unit reference number: Y/601/9666

QCF level: 4

Credit value: 5

Guided learning hours: 31

Unit summary

This unit supports workforce development for those who understand how to ensure compliance to support achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when ensuring compliance to support achieving excellence in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the strategy, values and culture for achieving excellence	1.1 summarise the achieving excellence vision, strategy and objectives of own organisation 1.2 explain how to consult with colleagues regarding compliance issues and how they impact on achieving excellence 1.3 describe the importance of an ethical and value-based approach to policies and procedures 1.4 explain the culture and values of own organisation and how they affect corporate governance			
2 Understand regulatory and social concerns in the strategy	2.1 summarise the legal requirements affecting the running of organisations 2.2 describe the legal, regulatory and ethical requirements of own sector, both national and international 2.3 clarify the current and emerging social attitudes to management and leadership 2.4 explain the current and emerging social concerns and the impact of other organisations expectations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand policies, procedures and non-compliance within the strategy	3.1 outline the policies and procedures that ensure people meet business requirements 3.2 explain the processes for maintaining effective and sustainable policies and procedures 3.3 summarise how to follow procedures if legal, regulatory and ethical requirements are not met 3.4 explain how relevant people may fail to meet compliance requirements and the risk of this happening 3.5 explain how to deal with people who do not meet organisational compliance requirements			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 18: Develop an Achieving Excellence Culture in Food Operations

Unit reference number: D/601/9667

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who develop an achieving excellence culture in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Scope the organisation's values and assumptions and plan development	1.1 confirm the existing values and assumptions within the organisation 1.2 determine the scope for developing the organisation's culture 1.3 plan the development of an achieving excellence culture			
2 Develop a culture to support achieving excellence	2.1 develop an achieving excellence cultural vision 2.2 develop a strategy for values and assumptions to support the achieving excellence culture 2.3 develop organisational development objectives for the achieving excellence culture 2.4 consult with relevant people and stakeholders 2.5 receive and collate feedback from consultation 2.6 agree values and assumptions to underpin an achieving excellence culture			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Implement culture improvements to support achieving excellence	3.1 reinforce agreed values with own personal behaviour, actions and words 3.2 communicate agreed values to workforce and motivate them to put this into practice 3.3 support agreed values with policies, programmes and systems 3.4 take opportunities to counter instances of conflict amongst colleagues with agreed values 3.5 continuously monitor and adjust values and the way they are applied			
4 Evaluate culture improvement progress to support achieving excellence	4.1 obtain feedback on cultural development from colleagues 4.2 analyse issues arising from feedback 4.3 evaluate cultural progress 4.4 report outcomes to the relevant people			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 19: Understand how to Develop an Achieving Excellence Culture in Food Operations

Unit reference number: H/601/9668

QCF level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

This unit supports workforce development for those who understand how to develop an achieving excellence culture in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when developing an achieving excellence culture in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to develop a cultural vision for achieving excellence	1.1 summarise the organisation's vision, strategy and objectives for achieving excellence 1.2 explain how to develop a cultural vision and set of organisational development objectives to underpin the organisation's achievement of excellence strategy 1.3 describe the importance of defining and communicating organisational culture			
2 Understand the issues which affect organisational culture in the strategy	2.1 summarise the values and assumptions that are critical in forming and supporting individual and team performance 2.2 explain the key factors and barriers that influence the development of organisational culture in own organisation 2.3 describe the relationship between organisational culture, the achieving excellence strategy and organisational performance 2.4 explain how the development of an achieving excellence culture can be effectively managed across all areas of own organisation 2.5 clarify how to take into account the regulatory, social and ethical framework for cultural development within own organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to address the development of a culture for achieving excellence	3.1 describe the current culture in own organisation 3.2 analyse the gap between existing and future cultural vision in own organisation 3.3 explain how to build and develop effective teams 3.4 explain how to develop policies and procedures to support an achieving excellence culture in own organisation 3.5 describe the importance of individual actions at work to underpin the development and sustainability of own achieving excellence culture			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 20: Manage Risk to Control Achieving Excellence in Food Operations

Unit reference number: K/601/9669

QCF level: 4

Credit value: 5

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who manage risk to control achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop a risk management policy for achieving excellence	1.1 produce a risk management policy to control achieving excellence and communicate it to the organisation 1.2 establish and review risk criteria for own organisation 1.3 identify potential risks, their nature, probability of occurrence and consequences in own organisation 1.4 produce a risk profile for own organisation, prioritising identified risks and control of achieving excellence			
2 Establish and maintain the risk management policy for achieving excellence	2.1 communicate identified risks across the organisation and where necessary enable action to be taken 2.2 collect and evaluate information on how identified risks have been resolved and what action points have been put into place 2.3 develop and support a culture where the organisation's workforce are risk aware but are able to learn from mistakes 2.4 ensure there is senior management commitment to managing risk to control achieving excellence 2.5 support effective risk management by allocation of sufficient resources 2.6 assess potential improvements to the risk management process by monitoring and review			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on managing risk to support achieving excellence	3.1 evaluate the impact of managing risk assessment activities, identifying what lessons can be learned and recognising the contributions of any managers and other colleagues			
	3.2 seek feedback on the value of own contribution to managing risk assessment as required by achieving excellence			
	3.3 provide feedback on own contribution to managing risk assessment to the relevant person			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 21: Understand how to Manage Risk to Control Achieving Excellence in Food Operations

Unit reference number: D/601/9670

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who need to understand how to manage risk to control achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing risk to control achieving excellence in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the strategy and how to manage risk for achieving excellence	1.1 summarise own organisation's vision, strategy and objectives for achieving excellence 1.2 explain the types of risk and the factors influencing the organisation 1.3 outline the key stages in the risk management process, including those affecting the control of achieving excellence 1.4 summarise how to identify the views of stakeholders in relation to risk 1.5 explain why it is important for senior management to show a commitment to risk management in relation to the control of achieving excellence			
2 Understand how to develop and revise the risk management policy and systems	2.1 explain how to develop and write a risk management policy 2.2 describe how to communicate the risk management policy across the workforce and other relevant parties 2.3 explain how and when to revise the risk management policy 2.4 clarify the importance of the views of the workforce and relevant stakeholders in the development of risk criteria			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 describe how and where to find current and planned organisational activities 2.6 explain how to establish effective systems for monitoring risk management			
3 Understand how to identify risk	3.1 describe how to identify risk 3.2 explain the nature of risk, probability of occurrence and consequences in relation to current and planned activities 3.3 explain the importance of communicating identified risks and the control of achieving excellence in risk management to the workforce and stakeholders 3.4 summarise the types of decisions and actions taken in relation to identified risk			
4 Understand how to evaluate information, deal with culture, development and resources	4.1 explain the importance of collecting and evaluating risk information, including how to deal with risks and action plans 4.2 explain how to develop an organisational culture where the organisation's workforce are risk aware but are able to learn from mistakes 4.3 describe the type of resources needed to implement the risk management policy effectively			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 22: Encourage Innovation in Achieving Excellence in Food Operations

Unit reference number: K/601/9672

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who encourage innovation in achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop an innovation policy for achieving excellence	1.1 review the approaches to innovation in the organisation 1.2 produce an innovation strategy to support achieving excellence and communicate this to relevant people 1.3 motivate the workforce to identify and share ideas, including encouraging constructive feedback 1.4 provide time and resources to allow the development of ideas 1.5 establish external contacts with experts and other organisations to allow the exchange of ideas			
2 Encourage and support innovation for achieving excellence	2.1 create and support a culture where taking acceptable risks in pursuing innovation is acceptable in an achieving excellence environment 2.2 evaluate new ideas and approve those which appear viable 2.3 monitor and review the progress of approved ideas 2.4 create systems for the measurement of innovation 2.5 give positive recognition to originators and developers of successful ideas 2.6 share information on innovation across own organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on innovation policy to support achieving excellence	3.1 evaluate the impact of encouraging innovation activities, identifying what lessons can be learned and recognising the contributions of any managers and other colleagues			
	3.2 seek feedback on the value of own contribution to innovation policy as required by achieving excellence			
	3.3 provide feedback on own contribution to innovation policy to the relevant person			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Understand how to Encourage Innovation in Achieving Excellence in Food Operations

Unit reference number: M/601/9673

QCF level: 4

Credit value: 5

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who need to understand how to encourage innovation in achieving excellence in food manufacturing or supply operations.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess the knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when encouraging innovation in achieving excellence in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the strategy, benefits and levels of innovation for achieving excellence	1.1 summarise own organisation's vision, strategy and objectives for achieving excellence 1.2 explain the benefits of innovation to the organisation, customers and stakeholders 1.3 explain the difference between creativity and innovation 1.4 describe how to identify the level of innovation within own organisation, including: - the kind of approach taken - strengths and weaknesses - obstacles to the use of innovation in achieving excellence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to develop an innovation strategy and the obstacles to innovation	2.1 explain how to develop an innovation strategy that is key to achieving excellence in own organisation and how to communicate it across the workforce 2.2 describe how to choose and use different methods to motivate the workforce to generate, develop and share ideas 2.3 summarise the methods of establishing partnerships with external experts and organisations which can help in the generation of new ideas 2.4 explain the importance of communication in the creative process 2.5 describe the potential obstacles to innovation and whether/how they can be removed			
3 Understand the creative and innovation processes and how to provide feedback	3.1 outline the key stages in the creative process 3.2 outline the key stages in the innovation process 3.3 explain why it is important to learn from mistakes 3.4 explain how to recognise and manage risk in innovation 3.5 summarise how to provide constructive feedback on ideas 3.6 summarise how ideas can be developed and trialled			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to protect and evaluate innovation, and deal with resources and systems	4.1 explain why it is important to provide time and resources to support the creative and innovation processes 4.2 outline how to identify requirements for supporting the creative and innovation processes 4.3 explain how to protect ideas and innovation 4.4 explain how to evaluate ideas, the implications of putting them into practice and how to approve those which appear viable 4.5 summarise how to give positive recognition to originators and developers of successful ideas 4.6 explain how to establish systems for measuring and reporting on innovation and provide feedback to relevant teams and individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 24: Develop and Manage Relationships with External Organisations in Food Operations

Unit reference number: T/601/9674

QCF level: 4

Credit value: 3

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who develop and manage relationships with external organisations in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace when developing and managing relationships with external organisations in food operations. It needs to be assessed on the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work well with colleagues	1.1 deal with colleagues and managers in an appropriate manner 1.2 deal with differences of opinion in ways that do not cause offence 1.3 respect the opinions and beliefs of colleagues from different ethnic and religious backgrounds to own			
2 Exchange information	2.1 actively seek information to help complete own work effectively 2.2 exchange information and opinions to assist colleagues with their work 2.3 offer useful help, advice and support when appropriate			
3 Respond and act without delay	3.1 respond appropriately to requests that are own responsibility 3.2 respond to requests while keeping to standards for health and safety, food safety and environment 3.3 inform the appropriate person when experiencing difficulty with a particular colleague			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 25: Understand how to Develop and Manage Relationships with External Organisations in Food Operations

Unit reference number: A/601/9675

QCF level: 4

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to manage relationships with external organisations, in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing relationships with external organisations in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to manage relationships	1.1 explain how to deal with enquiries 1.2 describe the benefits of developing productive working relationships with external organisations 1.3 detail the principles of clear and effective communication and their application 1.4 describe how to identify conflicts of interest and ways to resolve them 1.5 explain why it is important to plan and prepare for visits 1.6 describe what constitutes a productive relationship with an external organisation			
2 Know what the requirements are for developing and managing relationships	2.1 detail your rights and responsibilities in respect of inspection and regulatory authorities 2.2 explain how you agree terms of business with advice and guidance consultancies 2.3 detail the policies, procedures and codes of practice for equality of opportunity, health and safety, food safety and quality systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know what the legal requirements are for food manufacturing	3.1 describe project management techniques commonly used in the industry or sector 3.2 describe risks and contingencies common to the industry/sector 3.3 outline industry/sector specific legislation, regulations, guidelines and codes of practice			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 26: Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Unit reference number: H/600/9609

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1 monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.			
2 Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility	2.1 identify areas of non-compliance with legal, regulatory, ethical and social procedures 2.2 examine reasons for non-compliance with procedures 2.3 make recommendations for corrections to ensure compliance with procedures.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Develop and Evaluate Operational Plans for own Area of Responsibility

Unit reference number: Y/600/9588

QCF level: 5

Credit value: 6

Guided learning hours: 25

Unit summary

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to align objectives of own area of responsibility with those of own organisation	1.1 identify operational objectives within own area of responsibility 1.2 analyse objectives of own area of responsibility in relation to those of own organisation			
2 Be able to implement operational plans in own area of responsibility	2.1 assess risks associated with operational plans and include contingency arrangements 2.2 identify support from relevant stakeholders 2.3 implement operational plan within own area of responsibility			
3 Be able to monitor and evaluate operational plans in own area of responsibility	3.1 monitor procedures within the operational plan 3.2 evaluate operational plans and implement any necessary actions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Evaluate the successes or failures within a quality assurance system	4.1 outline the meaning of quality in the context of managing activities 4.2 explain principles underpinning effective quality assurance systems and how to apply them 4.3 critically review the importance of maintaining effective quality assurance systems 4.4 summarise how to analyse work processes and determine the most appropriate structure for a quality assurance system 4.5 report on the effectiveness of various types of quality assurance systems and their relative advantages and disadvantages to the activities in own business 4.6 explain how to specify the requirements of a quality assurance system for own organisation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 28: Develop, Implement and Evaluate Quality Assurance Systems in Food Operations

Unit reference number: F/601/9676

QCF level: 4

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who develop, implement and evaluate quality assurance systems in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop quality assurance systems	1.1 determine the key requirements for measurement, control and samples through an analysis of processes which will be used for the proposed system 1.2 develop a quality assurance system which incorporates the appropriate measures, controls and sampling arrangements to meet customer and regulatory needs 1.3 provide opportunities for those involved in quality assurance to contribute to system development 1.4 present own proposed quality assurance system to the relevant people at an appropriate level and pace and give them opportunities to question and debate 1.5 consider feedback from colleagues in own quality assurance system and implementation plan, and agree these with the relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Implement quality assurance systems	2.1 communicate the implementation plan clearly to the relevant people 2.2 promote the benefits of quality assurance and gain commitment of the relevant people to the systems 2.3 implement the quality assurance system with appropriate resources and confirm the relevant people's understanding of, and commitment to, the system 2.4 resolve any implementation problems and correct any system deficiencies			
3 Monitor the operation of quality assurance systems to assess the effectiveness of implementation	3.1 seek and receive feedback from those involved with implementation and operation of the quality assurance system 3.2 monitor the operation of the quality assurance system and gather data which enables effective evaluation of implementation 3.3 report on the effectiveness of the implementation activity to the relevant people and make recommendations for improvements to future implementation plans			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 29: Evaluate and Improve Quality Assurance Systems in Food Operations

Unit reference number: J/601/9677

QCF level: 4

Credit value: 4

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who evaluate and improve quality assurance systems in a food business.

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

Assessment requirements/evidence requirements

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Evaluate quality assurance systems	1.1 monitor quality assurance operations and collect relevant information and data 1.2 evaluate feedback about the operation and performance of the quality assurance system from relevant people 1.3 analyse the effectiveness of quality assurance systems in respect of the purpose for which they were designed 1.4 make judgements about quality assurance systems, performance in measuring and maintaining consistent quality standards 1.5 present own evaluation to the relevant people and at an appropriate level and pace, giving opportunities for them to question and debate 1.6 consider feedback from colleagues in final evaluation and report to the relevant people			
2 Agree objectives for a quality assurance system improvement plan	2.1 consider relevant outcomes that have resulted from the evaluation of a quality assurance system 2.2 monitor quality assurance activities at times most likely to identify potential improvements 2.3 present own plans for quality assurance system improvements to the relevant people 2.4 agree an improvement plan with the relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Implement and evaluate a quality assurance system improvement programme	3.1 initiate the improvement programme in a planned manner confirming relevant people's understanding of the implications of change and their commitment to it 3.2 coordinate the activities which are necessary to implement the improvement programme and maintain communication with those involved 3.3 monitor change and gather sufficient information to evaluate the effectiveness of the improvements 3.4 report results of the change to the relevant people as required 3.5 enable agreed improvements to be incorporated into standard quality assurance systems and procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 30: Understand Quality Assurance Systems in Food Operations

Unit reference number: L/601/9678

QCF level: 4

Credit value: 4

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand quality assurance systems, in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when quality assuring systems in food operations. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to evaluate trends and developments within quality assurance	1.1 explain how to keep up to date with industry quality assurance system trends and developments 1.2 compare and contrast current industry trends and developments for quality assurance systems 1.3 review the key technical measures which best contribute to developing an effective quality assurance system 1.4 evaluate examples of good industry practice for quality assurance systems development and implementation			
2 Know how to evaluate best practice for communicating quality issues	2.1 explain how best to communicate effectively with managers and other specialists 2.2 justify the best methods for making recommendations 2.3 determine who report, presentation and recommendations should be made to 2.4 summarise how to handle discussions on quality issues 2.5 justify the organisational procedures and timing for communication, reporting and approvals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to evaluate the implementation of a quality assurance programme	3.1 explain how to develop an effective case for the implementation of quality assurance systems 3.2 evaluate the importance of consulting on the development and introduction of quality assurance systems and how to do so effectively 3.3 critically review ways of seeking and receiving effective feedback about quality assurance systems 3.4 explain the principles of effective implementation planning 3.5 summarise how to develop a realistic implementation plan to meet the organisational needs 3.6 describe how to adjust implementation plans to meet changing organisational circumstances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 31: Assess Operations for Effectiveness and Compliance with Food Safety Standards in Operations

Unit reference number: R/601/9679

QCF level: 4

Credit value: 4

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who assess operations for effectiveness and compliance with food safety standards in a food or animal feed business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Carry out audit operations	1.1 define and agree the scope of the audit 1.2 undertake an operational audit at the level appropriate to the food safety risk 1.3 audit food safety management review dates to ensure the process is active 1.4 examine records for compliance with internal systems and legislation 1.5 evaluate previous audits and customer complaints to gain historic information about operations 1.6 assess the effectiveness of staff training for those in key roles			
2 Comply with food safety management procedures	2.1 ensure food safety management procedures are based on food safety standards and that they comply with legislative and customer requirements 2.2 confirm that the audit has validated the food safety management procedures 2.3 ensure that products are correctly identified 2.4 assess traceability systems to ensure that they meet legal requirements 2.5 observe a sample of operations for compliance with food safety standards			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 32: Report on Compliance with Food Safety Requirements in Operations

Unit reference number: J/601/9680

QCF level: 4

Credit value: 4

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who report on compliance with food safety requirements in a food or animal feed business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Evaluate internal audits of the food safety management system	1.1 specify the scope of the audit conducted 1.2 report effective working of food safety management systems 1.3 analyse and document areas of non-compliance with the food safety management system 1.4 assess the risks and impact of non-compliance 1.5 evaluate the results against the organisation's quality systems, relevant standards and best practice			
2 Produce timescales for action	2.1 produce and agree a timescale in conjunction with others to ensure compliance is maintained 2.2 discuss implementation of preventative action to minimise instances of non-compliance			
3 Present internal audit reports	3.1 verify preventative and corrective action as part of the audit 3.2 compile a report on long term audit trends 3.3 circulate audit report to key organisational contacts			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 33: Understand how to Report on Compliance with Food Safety Requirements in Operations

Unit reference number: L/601/9681

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who need to understand food safety auditing, in a food or animal feed business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when auditing food safety in operations or animal feed production. It can be assessed on or off the job.

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

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about records and reports relating to internal audits	1.1 explain recording and reporting procedures relating to quality control, internal audits and food safety management systems 1.2 explain how to make recommendations to improve quality control and internal audits 1.3 define good manufacturing practices (gmp) relevant to the scope of the audit 1.4 explain auditing practices including second and third party inspections			
2 Know about regulations relating to food safety standards	2.1 differentiate between the regulations and legal and certification requirements for the operational inspection 2.2 explain how to apply effective food safety standards 2.3 explain what constitutes non-compliance and the organisational implications for food safety 2.4 describe how to review the effectiveness of corrective actions			
3 Know about the roles and responsibilities of those involved in the audit process	3.1 explain the roles, responsibilities and levels of authority of the food safety management team 3.2 explain the roles and responsibilities of an auditor			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 34: Develop a Strategy to Achieve Sustainability in Food Operations

Unit reference number: R/601/9682

QCF level: 4

Credit value: 4

Guided learning hours: 32

Unit summary

This unit supports workforce development for those who develop a strategy to achieve sustainability in a food manufacturing business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, who develop a strategy to achieve sustainability in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria.

This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish current level of sustainability	1.1 liaise with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability 1.2 identify influences which impact on the sustainability of organisational activities 1.3 organise the collection and analysis of data relevant to resource utilisation relating to sustainability 1.4 establish sustainability targets by benchmarking organisational practices against industry best practice 1.5 identify benefits to the organisation that can be achieved through sustainable activities 1.6 specify targets for sustainable practice within all activities 1.7 identify potential barriers to achieving sustainability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Establish strategy to support the achievement of sustainability	2.1 support the integration of sustainability targets into all activities 2.2 develop strategies to overcome barriers to sustainable development 2.3 ensure the relevance of sustainability targets through consultation with interested parties 2.4 establish processes to monitor and review progress towards sustainability			
3 Monitor corrective actions and complete documentation	3.1 support the implementation of strategy that strives to achieve organisational sustainability 3.2 promote the benefits of sustainability to stakeholders 3.3 monitor and review progress towards sustainability 3.4 report to stakeholders on performance and improvements in sustainable practice			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 35: Principles of Food Policy and Regulation

Unit reference number: Y/601/9683

QCF level: 4

Credit value: 5

Guided learning hours: 36

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of food policy and regulation, in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food policy and regulation. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to describe food policy and regulation	1.1 explain the legal and regulatory requirements that control the manufacture and supply of food 1.2 explain how ethical and social issues affect food businesses 1.3 describe how to access sources of advice and guidance that support food policy development 1.4 explain how to quantify the impact on food businesses of: - legal - regulatory - ethical - social requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to develop food policy and procedures	2.1 explain the purpose of organisational policy and procedures 2.2 outline the effectiveness of methods used for collecting and analysing data 2.3 explain how the culture and values of businesses affect corporate governance 2.4 explain how to develop organisational food policy to support organisational culture and values 2.5 describe how to support the effective implementation of food policies 2.6 outline the methods used for communicating policies 2.7 explain how policy is influenced by and influences stakeholders			
3 Know how to monitor food policies	3.1 outline the techniques used for monitoring policies and procedures 3.2 explain how to develop contingency processes to deal with policy failures 3.3 explain why quality assurance processes are needed to support organisational policy development and implementation 3.4 outline the methods for controlling policy and ensuring ongoing compliance with regulations			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 36: Principles of using Information Communication Technology (ICT) and Management Information Systems (MIS) in Food Technology

Unit reference number: D/601/9684

QCF level: 4

Credit value: 4

Guided learning hours: 23

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of using Information Communication Technology (ICT) and Management Information Systems (MIS) in food technology or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of using Information Communication Technology and Management Information Systems in food technology. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand ICT and MIS systems used within food and drink businesses	1.1 identify the types of ICT and MIS systems and how they are used within food and drink businesses 1.2 outline the processes, facilities and equipment that are required to provide ICT and MIS systems 1.3 describe the potential shortfalls of ICT and MIS systems			
2 Understand how ICT and MIS systems are used within food and drink businesses	2.1 explain how ICT systems are used to collect and store process data 2.2 describe how to use ICT and MIS systems to: - input data - store data - process data - retrieve data - evaluate data - present data 2.3 explain how to maintain the security, integrity and accuracy of ICT and MIS systems 2.4 describe how to evaluate the effectiveness of ICT and MIS systems 2.5 describe how ICT and MIS systems influence and are influenced by quality assurance systems 2.6 outline how to plan, monitor and control the application and performance of ICT and MIS systems			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 37: Principles of Energy Efficiency in Food Operations

Unit reference number: H/601/9685

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of energy efficiency, in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of energy efficiency in food operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of energy efficiency	1.1 explain how energy consumption impacts on climate change 1.2 explain the role of energy efficiency in achieving sustainability 1.3 explain how energy efficiency can help reduce carbon emissions 1.4 describe the benefits of: – low-carbon energy – energy efficiency			
2 Understand the factors influencing the setting of energy efficiency targets	2.1 explain climate change legislation and how it controls organisational energy usage 2.2 describe the government targets and legal requirements for carbon reduction and climate change and their implications in food operations 2.3 explain how to use carbon footprints as a measure of energy efficiency 2.4 explain the principles of energy efficiency benchmarking as a method of identifying opportunities for improving energy efficiency 2.5 explain how to establish current levels of energy usage for all organisational activities 2.6 describe the areas of energy usage and opportunities for improving energy efficiency 2.7 explain how to develop targets for energy efficiency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the factors influencing support for energy efficiency	3.1 describe the methods for promoting organisational energy efficiencies 3.2 explain how to define and allocate roles and responsibilities for all those involved in improving energy efficiency 3.3 explain how to identify training needs and organise staff training to support the more efficient use of energy			
4 Understand the factors influencing the achievement of energy efficiency	4.1 describe the sources of low-carbon energy, including options for on-site energy generation 4.2 explain how to monitor and control energy efficiency 4.3 describe the barriers that can limit energy efficiency and the strategies that can be used to overcome these barriers 4.4 explain how process and product design can impact on energy efficiency 4.5 explain how process control and quality assurance can support energy efficiency 4.6 explain how to monitor, control and maintain sustainable energy usage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the factors necessary to assess the effectiveness of energy efficiency initiatives	5.1 explain how to evaluate the impact of measures to improve energy efficiency 5.2 explain how to complete an organisational cost/benefit analysis in respect to energy efficiency measures			

Learner name: _____
 Learner signature: _____
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 Internal verifier signature: _____
 (if sampled)

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 Date: _____
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Unit 38: Principles of Waste Minimisation in Food Operations

Unit reference number: K/601/9686

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of waste minimisation, in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of waste minimisation in food operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of waste minimisation	1.1 explain how the production of waste impacts on environmental issues such as climate change 1.2 describe the impact of waste on sustainability 1.3 explain how waste avoidance and minimisation support sustainability 1.4 describe the benefits of waste minimisation to the organisation 1.5 explain how waste minimisation can help reduce carbon emissions 1.6 describe the waste management hierarchies 1.7 describe the different types of waste and explain where and how they can be disposed of legally			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the factors influencing the setting of waste minimisation targets	2.1 describe the legislation that controls an organisation's waste policies and procedures 2.2 describe the government targets and standards for: – waste reduction – resource re-use – recycling 2.3 explain how and where waste is generated as a result of organisational activities 2.4 explain how to establish current levels of different types of waste generated by the organisation across all activities 2.5 explain the principles of waste benchmarking as a method of identifying opportunities for reducing waste 2.6 explain how to develop targets for: – waste reduction – re-use – recycling 2.7 describe the factors that limit the organisation's recycling and re-use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the factors influencing support for waste minimisation	3.1 describe the methods of promoting waste avoidance and minimisation 3.2 explain how to define and allocate roles and responsibilities for all those involved in reducing waste across all the activities undertaken by the organisation 3.3 explain how to identify training needs and organise staff training to support waste minimisation			
4 Understand the factors influencing the achievement of waste minimisation	4.1 describe the barriers that can limit the impact of measures to minimise waste and explain how these barriers can be overcome 4.2 explain how process and product design can help avoid and minimise the generation of waste 4.3 describe the opportunities available to an organisation for reducing waste 4.4 explain how process and product design can impact on the production of waste 4.5 explain how process control and quality assurance can support waste minimisation 4.6 explain how to monitor, control and maintain waste minimisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the factors necessary to assess the effectiveness of waste minimisation initiatives	5.1 explain how to complete an organisational cost/benefit analysis in respect to waste 5.2 explain how to assess effectiveness of waste management systems 5.3 explain how to evaluate the impact of measures to reduce waste			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 39: Principles of Efficient Water Usage in a Food Environment

Unit reference number: M/601/9687

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of efficient water usage, in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of efficient water usage. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of efficient water usage	1.1 describe the impact of water usage on environmental issues such as climate change and sustainability 1.2 describe the benefits of efficient water usage to the organisation			
2 Understand the organisation's water cycle	2.1 describe how water is used in support of all organisational activities, including embedded water 2.2 describe the water supply availability, treatment methods and quality with respect to organisational water supplies 2.3 describe the processes used to support water: - treatment - recycling - re-use - discharge control 2.4 describe how water is discharged, including treatment methods and quality specifications 2.5 describe the potential causes and sources of water pollution and its associated implications in a food environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the factors influencing the setting of water efficiency targets	3.1 describe the legal requirements that control water: - extraction - consumption - treatment - discharge 3.2 describe the government targets for sustainable water usage 3.3 explain how to establish current levels of water usage with respect to all organisational activities 3.4 describe the factors that limit the organisation's water recycling and re-use 3.5 explain the principles of benchmarking as a method of identifying opportunities for improving efficient water usage			
4 Understand the factors influencing support for water efficiency	4.1 describe the methods for promoting efficient water usage 4.2 explain how to define and allocate roles and responsibilities for all those involved in improving efficient water usage across all activities undertaken by the organisation 4.3 explain how to identify training needs and organise staff training to support efficient water usage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the factors influencing the achievement of water efficiency	5.1 describe the opportunities available to the organisation for reducing water usage and improving water efficiency across all activities 5.2 describe the barriers that can limit the impact of water efficiency and how these barriers can be overcome 5.3 explain how process and product design can impact on efficient water usage 5.4 explain how effective process control and quality assurance can support efficient water usage 5.5 describe the value of water-metering and monitoring in a food environment 5.6 explain how to monitor, control and maintain water usage			
6 Understand the factors necessary to assess the effectiveness of energy efficiency initiatives	6.1 explain how to complete a cost/benefit analysis of the organisation's water usage 6.2 explain how to analyse organisational water usage data 6.3 explain how to evaluate the impact of measures to improve efficient water usage			

Learner name: _____ Date: _____
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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 40: Principles of Efficient Transport Usage in Food Operations

Unit reference number: T/601/9688

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of efficient transport usage, in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of efficient transport usage in food operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of efficient transport usage	1.1 describe the impact of food transport on the environment and sustainability 1.2 explain how transport usage impacts on environmental issues such as climate change 1.3 describe the environmental, economic and social cost of food miles 1.4 explain how food miles are determined 1.5 explain what transport costs are and how they are formed			
2 Understand the factors influencing the setting of transport efficiency targets	2.1 describe the legal requirements that control transport usage 2.2 describe the government targets for reducing food miles 2.3 describe the benefits of efficient transport usage to the organisation: - social - cost - environmental			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4	explain how to establish current levels of transport usage in respect to all organisational activities and the supply chain		
	2.5	explain logistical efficiency and the benefits it offers		
	2.6	explain the principles of benchmarking sustainable food transport against best practice in industry		
	2.7	describe the opportunities available to an organisation for reducing food miles		
3	Understand the factors influencing support for transport efficiency			
	3.1	describe the methods of promoting efficient transport usage		
	3.2	explain how to define and allocate roles and responsibilities for all those involved in improving transport efficiency across all activities undertaken by the organisation		
	3.3	explain how to identify training needs and organise staff training to support efficient transport usage		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the factors influencing the achievement of transport efficiency	4.1 describe the methods available for reducing food miles 4.2 describe the benefits of best practice initiatives 4.3 describe the barriers that can limit the reduction of food miles and how these barriers can be overcome 4.4 explain how to monitor and maintain a reduction in food miles 4.5 explain how process control and quality assurance can support efficiency within the supply chain 4.6 explain how to monitor, control and maintain the efficient use of transport			
5 Understand the factors necessary to assess the effectiveness of transport efficiency initiatives	5.1 explain how to assess organisational efficiency in food transport 5.2 explain how to complete a cost/benefit analysis in respect to the organisation's transport usage 5.3 explain how to evaluate the impact of measures to improve transport efficiency			

Learner name: _____ Date: _____
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 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 41: Principles of Change Project Management in Food Operations

Unit reference number: A/601/9689

QCF level: 4

Credit value: 4

Guided learning hours: 35

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of change project management in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of change project management in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the planning of a change management project	1.1 summarise how a change management project is scoped out to determine the requirements of a full project plan 1.2 explain the need for specific, measurable and realistic project objectives and deliverables, allowing progress to be monitored and measured over a timeline 1.3 describe what tools and techniques are available for project planning and monitoring 1.4 clarify how change management projects are broken down into individual deliverable tasks			
2 Understand project team formation and development of a change management project	2.1 explain how project teams are best formed and developed to meet the identified objectives 2.2 explain how specific tasks and responsibilities are best allocated and matched to team member skills and abilities 2.3 clarify when specialist help may be required in the project 2.4 summarise how project meetings should be conducted 2.5 explain why effective listening and questioning is required to make project delivery effective 2.6 summarise why the provision of effective feedback, support and coaching of others is important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand information and problem solving of a change management project	3.1 summarise the sources of relevant and specific information to support the running of the project 3.2 describe how information is most effectively presented to others 3.3 explain how problems are solved and barriers/difficulties overcome as they are encountered 3.4 clarify the most relevant arrangements for project management including: - progress monitoring - closure - completion and final status 3.5 explain why it is important to be clear about levels of authority for the project team in the approach to problem resolution			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 42: Principles of an Achieving Excellence Strategy in Food Operations

Unit reference number: L/602/2001

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of an achieving excellence strategy in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of an achieving excellence strategy in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of improvement to an excellence strategy	1.1 explain the principles of organisational improvement with respect to all organisational activities 1.2 summarise how improvement techniques are used to both analyse current performance and to facilitate improvement 1.3 describe relevant sources of advice and guidance on improvement in food manufacture and/or supply 1.4 explain the benefits of improved business performance to the organisation and its stakeholders			
2 Understand the main components of an excellence strategy	2.1 describe potential barriers to the implementation of an improvement strategy 2.2 summarise the resource requirements associated with the implementation of an improvement strategy 2.3 explain how to gain stakeholder commitment to an improvement strategy 2.4 describe the influences which impact on improvement programmes 2.5 explain how to establish strategic targets for improvement, including the use of benchmarking 2.6 explain how the strategy should accommodate the actions of others within the supply chain influencing improvement opportunities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how a strategy should address key improvement issues within the business	3.1 describe potential strategic barriers to identifying and implementing improvement programmes and how these can be overcome			
	3.2 explain how a strategy should address the impact which improvement opportunities have on component functions of an organisation			
	3.3 summarise how a strategy should approach the review of performance data and determine the scope of potential improvements			
	3.4 clarify how a strategy might explain how continuous improvement can support sustainability			
	3.5 explain how a strategy can best report and communicate performance and improvements			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 43: Principles of Achieving an Excellence Culture in Food Operations

Unit reference number: M/601/9690

QCF level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of achieving an excellence culture in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for achieving an excellence culture in food operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the concept of organisational culture	1.1 explain the concept of culture as applied to achieving excellence and organisational development 1.2 evaluate different definitions and types of organisational culture 1.3 explain how organisational and individual performance is underpinned by organisational values and assumptions			
2 Understand cultural factors, methods and requirements	2.1 explain the factors that influence organisational culture including national culture 2.2 describe how organisational culture, strategy and performance are related 2.3 summarise the principles and methods of managing culture change 2.4 clarify the legal, regulatory, social and ethical requirements of sector organisations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to set policies and types of organisational culture	3.1 explain the advantages and disadvantages of main types of organisational culture in the sector 3.2 outline how to develop and set policies and procedures to support cultural and organisational development 3.3 explain how the aspirations of people are important in developing cultural values			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 44: Principles of achieving excellence in food operations

Unit reference number: D/601/9944

QCF level: 4

Credit value: 4

Guided learning hours: 33

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand food manufacturing excellence (FME)	1.1 explain the principle of continuous improvement and its importance within FME 1.2 analyse the role of quality improvement methodologies and their importance within FME, including: – Six Sigma – Total Quality Management (TQM) – Kaizen 1.3 analyse the role of quality improvement tools and their importance within FME 1.4 clarify the role of sustainable improvement management systems and their importance within FME including: – change management – people and team development – organisational culture 1.5 summarise the main components of an FME approach that can provide sustainable and continuous productivity improvement 1.6 define the vision, purpose and scope of FME within own or a typical food sector organisation.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how food manufacturing excellence (FME) can be achieved	2.1 justify how an FME approach is best developed and implemented to maximise organisational advantage 2.2 explain the importance and roles of an FME strategy and implementation/action plan to steer improvement within the business 2.3 analyse how best to drive FME implementation/utilisation using continuous improvement and organisational development managers and teams 2.4 summarise how quality improvement methodologies are best identified, utilised and evaluated within the business 2.5 summarise how quality improvement tools are best identified, utilised and evaluated within the business 2.6 justify at what level and how key decisions are best made within FME implementation/utilisation 2.7 clarify the role of senior management in FME implementation/utilisation.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the business outputs and benefits of food manufacturing excellence (FME)	3.1 review the importance of identifying and measuring outputs and benefits in FME 3.2 evaluate how outputs are best identified, set and measured in FME 3.3 summarise the short term benefits which can be achieved by FME 3.4 summarise the medium to long term benefits which can be achieved by FME 3.5 clarify how benefits are best justified and promoted to support organisational credibility 3.6 explain the critical importance of FME to business efficiency, success and sustainability.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 45: Principles of Quality Improvement Methodologies in Achieving Excellence in Food Operations

Unit reference number: T/601/9948

QCF level: 4

Credit value: 5

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of quality improvement methodologies in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of quality improvement methodologies in achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand quality improvement methodologies and how they contribute to food manufacturing excellence (FME)	1.1 summarise the purpose of quality improvement methodologies within an FME approach 1.2 clarify the importance of quality improvement methodologies within FME, including: - Six Sigma - Total Quality Management (TQM) - Kaizen 1.3 explain the difference and relationship between quality improvement methodologies and quality improvement tools within FME 1.4 compare how methodologies interrelate with each other: - Six Sigma - Total Quality Management (TQM) - Kaizen			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the principles of Six Sigma within food manufacturing excellence (FME)	2.1 explain the basis and role of Six Sigma in driving quality improvement 2.2 justify how a Six Sigma approach is best developed and implemented to maximise organisational advantage 2.3 summarise the strengths and weaknesses of using the Six Sigma methodology 2.4 explain the benefits of using Six Sigma as part of FME			
3 Understand the principles of Total Quality Management (TQM) within food manufacturing excellence (FME)	3.1 explain the basis and role of TQM in driving quality improvement 3.2 justify how a TQM approach is best developed and implemented to maximise organisational advantage 3.3 summarise the strengths and weaknesses of using the TQM methodology 3.4 explain the benefits of using TQM as part of FME 3.5 describe how TQM acknowledges the importance of organisational culture for effective FME			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the principles of Kaizen within food manufacturing excellence (FME)	4.1 explain the basis and role of Kaizen in driving quality improvement 4.2 justify how a Kaizen approach is best developed and implemented to maximise organisational advantage 4.3 summarise the strengths and weaknesses of using the Kaizen methodology 4.4 explain the benefits of using Kaizen as part of FME			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 46: Principles of Quality Improvement Tools and Techniques in Achieving Excellence in Food Operations

Unit reference number: T/601/9951

QCF level: 4

Credit value: 5

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of quality improvement tools and techniques in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of quality improvement tools and techniques in achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how quality improvement tools and techniques contribute to food manufacturing excellence (FME)	1.1 define what quality improvement tools and techniques are 1.2 summarise the purpose and overall objectives of quality improvement tools and techniques within an FME approach 1.3 clarify the importance of quality improvement tools and techniques to FME 1.4 explain the difference and relationship between quality improvement methodologies and quality improvement tools and techniques within FME 1.5 summarise how quality improvement tools and techniques are placed within and contribute towards an FME strategy or approach			
2 Understand the principles of quality improvement tools and techniques	2.1 explain the basis and role of quality improvement tools and techniques in driving quality improvement 2.2 justify how quality improvement tools and techniques are best identified and selected to maximise organisational advantage 2.3 justify how quality improvement tools and techniques are best implemented and utilised to maximise organisational advantage 2.4 summarise the strengths and weaknesses of using quality improvement tools and techniques 2.5 explain the benefits of using quality improvement tools and techniques as part of an FME approach			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of quality improvement tools and techniques within food manufacturing excellence (FME)	3.1 summarise the type of management expertise, resources and systems required to utilise quality improvement tools and techniques 3.2 summarise the type of technical expertise and resources required to utilise quality improvement tools and techniques 3.3 explain how quality improvement tools and techniques are best monitored and evaluated to maximise organisational advantages 3.4 justify at what level and how key decisions are best made about the implementation/utilisation of quality improvement tools and techniques			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 47: Principles of Defining Improvement Opportunities in Achieving Excellence in Food Operations

Unit reference number: F/601/9953

QCF level: 4

Credit value: 5

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of defining improvement opportunities in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of flexible production and manpower systems in food operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to define improvement opportunities and how they contribute to food manufacturing excellence (FME)	1.1 summarise the purpose and overall objectives of defining improvement opportunities 1.2 clarify the importance and benefits of defining improvement opportunities to an FME approach 1.3 summarise how defining improvement opportunities is placed within and contributes towards an FME strategy or approach			
2 Understand the principles of defining improvement opportunities in food processing/supply capability	2.1 clarify the role of defining improvement opportunities in driving quality improvement of processes 2.2 explain how defining improvement opportunities is important in the DMAIC model for quality improvement and its relationship with Six Sigma 2.3 explain how defining improvement opportunities is important in the DMADV model for quality improvement and its relationship with Six Sigma 2.4 summarise how to determine the scope for improvement to accurately define the improvement opportunity and maximise organisational advantage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 summarise how to determine the targets necessary to set realistic and measurable goals for defining achievement of the improvement opportunities 2.6 summarise how to determine the parameters when defining improvement opportunities including: - what the problem is - expectations - customer's needs - lead times - resource implications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of defining improvement opportunities to support food manufacturing excellence (FME)	3.1 summarise the type of management expertise, resources and systems required to define improvement opportunities 3.2 summarise the type of technical expertise and resources required to define improvement opportunities 3.3 explain how the process of defining improvement opportunities is best evaluated and reviewed to maximise the effectiveness of determining improvement priorities and achievements 3.4 justify at what level and how key decisions are best made when defining improvement opportunities to sustain FME			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Unit 48: Principles of Measuring Organisational Performance in Achieving Excellence in Food Operations

Unit reference number: J/601/9954

QCF level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of measuring organisational performance in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of measuring organisational performance in achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to measure organisational performance and how it contributes to food manufacturing excellence (FME)	1.1 summarise the purpose and overall objectives of measuring organisational performance 1.2 clarify the importance and benefits of measuring organisational performance to an FME approach 1.3 summarise how measuring organisational performance is placed within and contributes towards an FME strategy or approach			
2 Understand the principles of measuring organisational performance of food processing/supply capability	2.1 clarify the role of measuring organisational performance in driving quality improvement of processes 2.2 explain how measuring organisational performance is important in the dmaic model for quality improvement and its relationship with six sigma 2.3 explain how measuring organisational performance is important in the dmadv model for quality improvement and its relationship with six sigma 2.4 summarise how to organise the collection of representative data and information to determine performance in process capability 2.5 summarise how to select and apply the relevant tools and techniques to measure current performance of process capability 2.6 summarise how to evaluate current performance and its variation in process capability.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of measuring organisational performance to support food manufacturing excellence (FME)	3.1 summarise the type of management expertise, resources and systems required to measure organisational performance 3.2 summarise the type of technical expertise and resources required to measure organisational performance 3.3 explain how the process of measuring organisational performance is best evaluated and reviewed to maximise the effectiveness of quality improvement and achievements 3.4 justify at what level and how key decisions are best made about measuring organisational performance to sustain FME			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 49: Principles of Analysing Current Organisational Performance in Achieving Excellence in Food Operations

Unit reference number: L/601/9955

QCF level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of analysing current organisational performance in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of analysing current organisational performance in achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to analyse current organisational performance and how it contributes to food manufacturing excellence (FME)	1.1 summarise the purpose and overall objectives of analysing current organisational performance 1.2 clarify the importance and benefits of analysing current organisational performance to an FME approach 1.3 summarise how analysing current organisational performance is placed within and contributes towards an FME strategy or approach			
2 Understand the principles of analysing current organisational performance of food processing/supply capability	2.1 clarify the role of analysing current organisational performance in driving quality improvement of processes 2.2 explain how analysing current organisational performance is important in the dmaic model for quality improvement and its relationship with six sigma 2.3 explain how analysing current organisational performance is important in the dmadv model for quality improvement and its relationship with six sigma 2.4 summarise how to organise the accurate analysis of current performance to determine when, where and how defects or problems occur in process capability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of analysing current organisational performance to support food manufacturing excellence (FME)	2.5 summarise how to select and apply the relevant analytical and statistical tools to identify causes of problems			
	2.6 summarise how to judge the value and effectiveness of analysis outcomes so that they inform recommendations or solutions for process improvement			
	3.1 summarise the type of management expertise, resources and systems required to analyse current organisational performance			
	3.2 summarise the type of technical expertise and resources required to analyse current organisational performance			
	3.3 explain how the process of analysing current organisational performance is best evaluated and reviewed to maximise the effectiveness of quality improvement and achievements			
	3.4 justify at what level and how key decisions are best made about analysing current organisational performance to sustain FME			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 50: Principles of Improving Organisational Performance in Achieving Excellence in Food Operations

Unit reference number: R/601/9956

QCF level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of improving organisational performance in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of improving organisational performance in achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to improve organisational performance and how it contributes to food manufacturing excellence (FME)	1.1 summarise the purpose and overall objectives of improving organisational performance 1.2 clarify the importance and benefits of improving organisational performance to an FME approach 1.3 summarise how improving organisational performance is placed within and contributes towards an FME strategy or approach.			
2 Understand the principles of improving organisational performance of food processing/supply capability	2.1 clarify the role of improving organisational performance in driving quality improvement of processes 2.2 explain how improving organisational performance is important in the dmaic model for quality improvement and its relationship with Six Sigma 2.3 explain how improving organisational performance is important in the dmadv model for quality improvement and its relationship with Six Sigma			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 summarise how to organise plans for implementing performance improvement priorities in process capability, including: – identification of solutions – solution testing – solution validation – solution agreement 2.5 summarise how to implement solutions for performance improvement in process capability including: – identification – testing – validation – agreement 2.6 summarise how to identify the measures and targets needed to analyse performance improvement in process capability.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of improving organisational performance to support food manufacturing excellence (FME)	3.1 summarise the type of management expertise, resources and systems required to improve organisational performance 3.2 summarise the type of technical expertise and resources required to improve organisational performance 3.3 explain how the process of improving organisational performance is best evaluated and reviewed to maximise the effectiveness of quality improvement and achievements 3.4 justify at what level and how key decisions are best made about improving organisational performance to sustain fme.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 51: Principles of Controlling Organisational Performance in Achieving Excellence in Food Operations

Unit reference number: Y/601/9957

QCF level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of controlling organisational performance in achieving excellence in food manufacturing or supply operations, or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of controlling organisational performance in achieving excellence in food manufacturing or supply operations. It can be assessed on or off the job.

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to control organisational performance and how it contributes to food manufacturing excellence (FME)	1.1 summarise the purpose and overall objectives of controlling organisational performance 1.2 clarify the importance and benefits of controlling organisational performance to an FME approach 1.3 summarise how controlling organisational performance is placed within and contributes towards an FME strategy or approach			
2 Understand the principles of controlling organisational performance of food processing/supply capability	2.1 clarify the role of controlling organisational performance in driving quality improvement of processes 2.2 explain how controlling organisational performance is important in the DMAIC model for quality improvement and its relationship with Six Sigma 2.3 explain how controlling organisational performance is important in the DMADV model for quality improvement and its relationship with Six Sigma			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 summarise how to organise the piloting of the priorities for controlling performance improvement in process capability including: – solution testing – validation – reorientation/adaptation – agreement – feedback – measurement			
	2.5 summarise how to monitor and control performance improvement in process capability including: – monitoring – measurement – evaluation – agreeing changes			
	2.6 summarise the methods to collect data and information and to analyse performance improvement in process capability			
	2.7 explain the importance of and how to ensure compliance with regulatory, procedural and social requirements in process capability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of controlling organisational performance to support food manufacturing excellence (FME)	3.1 summarise the type of management expertise, resources and systems required to control organisational performance 3.2 summarise the type of technical expertise and resources required to control organisational performance 3.3 explain how the process of controlling organisational performance is best evaluated and reviewed to maximise the effectiveness of quality improvement and achievements 3.4 justify at what level and how key decisions are best made about controlling organisational performance to sustain FME			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:
(if sampled)

Date:

Date:

Date:

Date:

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Improve Ltd
Ground Floor
Providence House
2 Innovation Close
Heslington
York
YO10 5ZF

Telephone: 0845 644 0448
Fax: 0845 644 0449
Email: info@improveltd.co.uk
Website: www.improveltd.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel/BTEC qualification framework for the Food and Drink Manufacturing sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7				BTEC Level 7 Award, Certificate, Diploma in Management and Leadership BTEC Level 7 Extended Diploma in Management and Leadership	Level 7 Diploma in Management
6					
5			Level 5 Higher National Diploma Management	BTEC Level 5 Award, Certificate, Diploma in Management and Leadership	Level 5 Diploma in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocational-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
4			Level 4 Higher National Certificate Management		Level 4 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)
3				BTEC Level 3 Award, Certificate in Management	Level 3 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 3 Certificate and Diploma in Baking Industry Skills (QCF) Level 3 Certificate and Diploma in Meat and Poultry Industry Skills (QCF) Level 3 Proficiency in Food Manufacture (QCF): • Management pathway • Technical pathway • Supply Chain pathway Level 3 Certificate in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2				BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF) BTEC Level 2 Award, Certificate in Team Leading	Level 2 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 2 Award, Certificate and Diploma in Baking Industry Skills (QCF) Level 2 Award, Certificate and Diploma in Brewing Industry Skills (QCF) Level 2 Certificate and Diploma in Meat and Poultry Industry Skills (QCF) Level 2 Proficiency in Food Manufacture (QCF): • Control Operational Skills pathway • Retail Service pathway • Laboratory Skills pathway • Supply Chain pathway Level 2 Certificate in Team Leading (QCF)

Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ / competence
1						
Entry						

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucracy on centres and works to support centres in providing robust quality assurance systems.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they provide, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.



Assessment Strategy for Improve Proficiency Qualifications IPQs

- accredited within the Qualifications and Credit Framework (QCF)
- approved by Improve

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Assessment Strategy

Section 1

1.1 Purpose

The purpose of this assessment strategy is to set out the quality assurance arrangements for the assessment and verification of Proficiency Qualifications for the food and drink sector. Information is provided about the experience, qualifications and occupational competence requirements for those involved in the process. It also details the evidence requirements and conditions of assessment necessary to achieve the Proficiency Qualifications. This strategy will be useful in informing learners, employers, assessors, quality assurance personnel and Awarding Organisations alike.

1.2 Scope

This assessment strategy covers Proficiency Qualifications which are accredited within the Qualifications and Credit Framework and approved by Improve¹. The Qualifications are approved for use in England, Wales and Northern Ireland.

In Scotland, Improve approves Scottish Vocational Qualifications (SVQs), which are accredited for use in the Scottish Credit and Qualification Framework. A separate (SVQ) Assessment Strategy document is available for competence-based qualifications for the food and drink sector in Scotland.

All Proficiency Qualifications for the food and drink sector, which are approved by Improve and subject to the use of the Improve logo for this family of qualifications, are covered by this assessment strategy. Those Proficiency Qualifications which have additional regulatory or specialist assessment requirements are identified and dealt with in specific sections of this strategy.

1.3 Features

Of Proficiency Qualifications

Proficiency Qualifications in food and drink are designed for use in the food and drink sector. They cover the food supply chain from the availability and processing of raw materials through storage, transportation, wholesaling, manufacturing and processing, logistics and presentational processing in sales environments.

They are competency-based qualifications designed for use in the workplace and first developed in 2008. Their purpose is to raise skills levels and performance across the workforce.

¹ Improve is the Sector Skills Council for the Food and Drink Sector. For details visit www.improveltd.co.uk

They ensure that individuals develop the skills and knowledge, which are exactly those needed to perform reliably and consistently at work. The knowledge content of the qualifications is designed to support and suit individual's needs. It will support those who require the basics, but will also develop those who require significantly more detailed knowledge and understanding.

This flexible approach to designing Proficiency Qualifications allows employers and individuals to select those competences which are critical to performance at work, and also to support progression in employment. This way it is possible to develop the workforce and produce the technicians and managers of tomorrow. With such a key focus on the development and recognition of competence at work, these qualifications are ideal to use within workplace training and assessment systems. They will be essential to upskilling, driving up performance and increasing productivity across the food and drink sector.

Of the Qualifications and Credit Framework (QCF)

All qualifications accredited on the Qualification and Credit Framework are made up of units of assessment which are allocated a credit value. This credit value is based on the average amount of time taken to complete the learning and assessment required by each unit. The calculation is based on notional learning hours; 10 notional learning hours = 1 credit. Units with differing credit values are therefore a feature of qualifications, reflecting the varying learning and assessment requirements of units.

Credits become the common currency between qualifications and are accumulated in different sized qualifications. These are:

- Award 1 – 12 credits
- Certificate 13 – 36 credits
- Diploma 37+ credits

Each unit of assessment is also allocated a level which reflects the degree of challenge of each unit.

The units of assessment detail the learning outcomes and assessment criteria which a candidate can accumulate, and combine together within a qualification of the appropriate size and level to meet their individual and employer needs.

The Qualifications and Credit Framework



For further details about the QCF, visit the Ofqual website
www.ofqual.gov.uk

1.4 Equality of Opportunity and Diversity

Improve is committed to developing and implementing high quality qualifications for the Qualifications and Credit Framework (QCF) which comply with all current relevant legislation and Ofqual regulations. For further details of how we work to ensure equality of opportunity and diversity, please refer to our Equality and Diversity Policy.

Awarding Organisation policy, procedures and guidance will detail the equality of opportunity and diversity implications for assessors and verifiers.

Section 2

2.1 Working with Awarding Organisations

An effective working relationship between Improve and Awarding Organisations, whose markets relate to the food and drink sector, is central to the successful delivery of Improve's Sector Qualifications Strategy (SQS). Improve will continue to work closely with Awarding Organisations through its Awarding Organisation Forum, and to develop this forum, to ensure that the SQS can be effectively implemented, through the SQS Action Plan.

In addition to engagement and technical activity at a forum level, individual memoranda of understanding and/or action plans are agreed with each Awarding Organisation to drive forward a range of operational and development activity.

Improve respects the individuality and confidentiality of each Awarding Organisation offering qualifications to the sector and the market place in which they are offered. Improve understands the need for differentiation in types and levels of service provided by Awarding Organisations to meet wide-ranging conditions across the sector, its labour market and potential sector entrants.

2.2 External quality control of assessment

The sector view is that it is important for external quality control to be achieved through an effective external quality sampling process combined with an annual approved centre risk rating system. Primarily, external quality control is aimed at improving internal quality assurance and assessment practice, and the effective exchange of information between centres, Awarding Organisations and Improve.

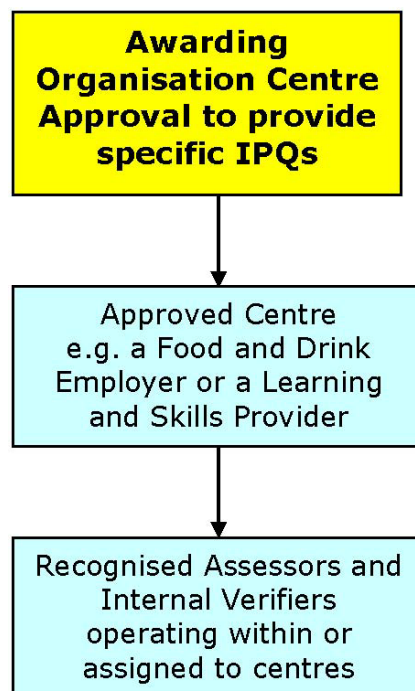
External quality control will be achieved through these requirements:

- Each year external quality assurance personnel will complete the recommended number of days of Continuing Professional Development (CPD), comprised of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation. Training should include relevant updating in respect of changes to legislation and regulations impacting on the sector, standardisation activities and good practice developments in assessment and improving quality assurance. Improve will be invited by Awarding Organisations to observe and/or provide relevant input to CPD activity as appropriate.

- Awarding Organisations will operate a risk rating system that is applied to each active approved centre. Details of the risk rating system should be provided as part of the submission for accreditation of the qualification to the relevant qualifications regulatory authority. The Awarding Organisations will carry out risk assessment and risk rate each approved centre for food and drink Proficiency Qualifications. External quality assurance activity, and in particular the scope and rigour of sampling, is required to reflect the risk rating status of each centre.
- Improve, through its Standards and Qualifications Development team, will maintain ongoing dialogue with Awarding Organisations to monitor practices, consider issues and gain feedback, which impact on qualifications design and the use of units of assessment.

2.3 Approval of centres to offer Proficiency Qualifications

Approval procedures and quality assurance systems are developed by Awarding Organisations. Awarding Organisations will approve and quality assure provision of Proficiency Qualifications within centres. This allows assessment and quality assurance services to be tailored to the professional needs of centres in the best interests of candidates.



Section 3

3.1 Approved Centres

Approved Centres who are learning and skills providers deliver training and assessment services to learners and their employers in and around the workplace. Providers usually employ or contract with assessors, who often work peripatetically, to visit learners in their workplace at pre-arranged or contracted times.

For some employers, there may be business and operational advantages to becoming a centre to deliver Proficiency Qualifications and obtaining centre approval from an Awarding Organisation. This involves setting up and maintaining the quality systems and controls required by Awarding Organisations to offer Proficiency Qualifications within the company. Employers deliver training and assessment services to learners employed in their workplace. They use assessors (sometimes referred to as in-house assessors as they are company employees) to assess learner employees. However, they may also contract out externally with assessors who work peripatetically, to visit learners in their workplace at contracted times.

Units of assessment completed by learners and assessment practice are subject to internal quality assurance through an agreed and planned sampling process. This is carried out by a centre's internal quality assurance personnel, who may be employed or under contract, to quality assure the assessment processes and practice.

3.2 Occupational competence of assessors

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

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

Assessors are required to:

- Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of the Awarding Organisation. This will normally be achieved through demonstrating competence in the roles which are to be assessed, which may be recorded in company training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include the achievement of qualifications relevant to the areas being assessed.

- Demonstrate competent practice in workplace assessment methods, and must demonstrate understanding of the principles and practices of the assessment process. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 9; Assess Learner Achievement. They are not required to hold assessor qualifications or units, but the achievement of these will indicate assessor capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Assessor capability may also be demonstrated by the outcomes of formal training in assessment techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of assessors in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector area of expertise and developments in the Proficiency Qualifications they assess.
- Have a full and current understanding of the units of assessment and requirements of the qualifications being assessed.
- Operate safely as an assessor in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

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

3.3 Occupational competence of internal quality assurance personnel

Approved centres appoint internal quality assurance personnel and their role is to ensure consistency, maintain and improve the quality of assessment within the centre. The internal quality assurance personnel will monitor assessment activities and provide feedback to assessors, co-ordinate standardisation and provide guidance to assessors.

For assessments and internal quality assurance to be considered valid, the internal quality assurance personnel must meet the following requirements:

- Demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in business, to the satisfaction of the Awarding Organisation. Relevant knowledge and understanding of the workplace areas to be sampled during quality assurance activity is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 11; Internally monitor and maintain the quality of assessment. They are not required to hold internal quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Internal quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of internal quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Demonstrate their continuing professional development to ensure they are up to date with work practices and developments in the qualifications they quality assure.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and quality assurance decisions are concerned.
- Operate safely in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

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

Section 4

4.1 Assessment evidence

Proficiency Qualifications are specifically designed to be assessed in the workplace therefore workplace performance evidence is essential for all units of assessment. The Proficiency Qualifications contain three types of units of assessment.

- 1 Occupational skills units must normally be assessed by observation in the workplace. Assessment requirements and guidance are outlined on each unit.
- 2 Occupational knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off-the job. It is important to follow the assessment requirements and guidance outlined on each unit.
- 3 Underpinning knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off-the-job. It is important to follow the assessment requirements and guidance outlined on each unit.

The use of employer's training and assessment processes and records in the workplace are strongly encouraged, where this supports evidence of competent learner performance. This is particularly significant where such evidence is audited as part of external quality standards relevant to the food and drink sector. Learner records of assessment and internal quality assurance activity will in this case reflect employer systems and records.

Where employer's assessment processes or records are insufficiently rigorous to generate credible evidence of learner performance, then formal assessment processes must be implemented to confirm learner's competence and this evidence captured in portfolio based records of assessment and internal quality assurance.

4.2 Workplace testimony

Workplace personnel, who are not recognised as assessors, may contribute to the assessment process by providing workplace testimony. Those providing the testimony must be familiar with the activity being carried out and able to make a judgement that the task has been completed to organisational procedures and to the required standard. The person providing the testimony is not in a position to decide if the learner is competent overall, they are only able to judge the specific instance they observe. The overall decision regarding competence of the learner will be made by the assessor and subject to internal quality assurance of assessment.

4.3 The use of simulation for providing evidence

The use of simulation to replace normal working practice is not acceptable.

The only exception to this rule is for units of assessment which address rare conditions or emergency situations which might endanger learner safety. These exceptions are clearly defined in the assessment guidance in the relevant unit of assessment. In such cases this will require the agreement of external quality assurance personnel.

When simulations are used they must be designed to mirror the same activity, as it would be carried out in the workplace and include:

- The number and sequence of actions needed to complete the activity
- The number and complexity of factors needed to complete the activity
- The urgency with which the activity must be completed and
- Achievement of an outcome(s) in the same time constraints that might apply in the workplace

Simulation cannot be used to provide the sole evidence for any one complete unit of assessment.

4.4 Recognition of prior learning and experience

Evidence from past achievement may be included as evidence within assessment methods for Proficiency Qualifications.

Evidence of knowledge and understanding can be presented as supplementary evidence, provided it is a measurable assessed outcome of learning which links to outcomes detailed in the units of assessment and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual learner's circumstances.

All learners, presenting evidence from past achievements, must also be able to demonstrate current competence.

Section 5

5.1 The role of external quality assurance personnel

Awarding Organisations appoint external quality assurance personnel to perform a number of quality assurance tasks on their behalf. They visit centres to monitor the assessment and internal quality assurance processes and sample learners work to ensure that standards are maintained and are compliant with Awarding Organisation procedures. External quality assurance personnel also have a developmental role in assisting centres to develop best practice and to provide information on new qualifications and developments in assessment and quality assurance.

External quality assurance personnel are required to:

- Demonstrate sufficient and current understanding of the areas within the sector being externally quality assured.
- Demonstrate sufficient and current understanding of the Proficiency Qualifications to be externally quality assured, and know how they are applied in the sector, to the satisfaction of the Awarding Organisation.
- Demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 12; Externally monitor and maintain the quality of assessment. They are not required to hold external quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. External quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of external quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Complete a minimum of two days Continuing Professional Development (CPD) each year, composed of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation.
- Have good report writing, auditing and communication skills to the satisfaction of the Awarding Organisation
- Know where and when to access specialist sector advice, where additional specialist knowledge relating to assessment and quality assurance decisions is concerned.

5.2 External quality assurance of assessment for employer approved centres

Awarding Organisations approving employer centres may wish to consider flexibilities in the external quality assurance of these centres to meet the specific learning and development needs of employers and employees (learners). The purpose of these flexibilities is to build effective and pragmatic links to employer training, where the external quality assurance of proficiency qualifications is not compromised in principle, but that the application of external quality assurance is better aligned to good workplace training and development practice to maintain the required rigour.

Flexibilities in external quality assurance of assessment can only be considered where the employer can demonstrate a sufficiently structured and internally quality assured approach to learning, development and assessment. In the food sector this is often linked to the use of externally recognised quality assurance arrangements (e.g. BRC, Efsis, ISO 9000 series). The external audit of training systems and records implicated by some of these arrangements will provide additional evidence to Awarding Organisations of the rigour of internal quality assurance.

To approve such employer centres Awarding Organisations will work closely with appropriate employers to evaluate their training systems. This may include:

- the alignment/mapping of employers training and assessment arrangements to proficiency qualifications
- an analysis of the effectiveness of internal quality and recording systems
- evaluating the extent to which external audits of training contribute to overall quality arrangements.

Flexible external quality assurance arrangements to align with the training systems of individual employers in an employer centre may not always be necessary and will normally comply with section 5.1. However, flexibilities may be agreed as an outcome of the evaluation activity, where a rationale for such flexibility is justified. Awarding Organisations will formally agree the arrangements with the employer centres.

For example, a sector specialist external quality assurer may be involved in the evaluation, setting up and approval of an employer centre to ensure that technical expertise is suitably involved in recognising employer training and the centre, allowing a non-sector external quality assurer to provide ongoing external quality assurance of assessment. In this instance, the sector specialist external quality assurer should be available for consultation and to re-evaluate the centre should the employer training systems or circumstances change.

Annex 1

1.1 The Qualifications for Proficiency in Food Manufacturing Excellence (FME)

The Qualifications (Awards, Certificates, Diplomas) for Proficiency in Food Manufacturing Excellence have additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy. These qualifications are aimed at developing, confirming competence and sustaining a mix of skills which will support lean, improvement and change management practice in food and drink manufacturing across the sector. These skills are vitally important to the future economic success of the sector. The skills are critical to driving improvements in food manufacturing and processing from both a technical as well as practical perspective, and more importantly sustaining these improvements. It is also critical because the mix of skills is based upon empowerment, company cultural development and visionary leadership and management.

With such a significant range of competences set out, employers feel that it is important to fully define the types of assessment and quality assurance requirements for this qualification, which will make a positive difference to their operations through skills, in this business critical area.

1.2 Occupational competence of assessors for FME

The requirements below are in addition to those set out in section 3 of this assessment strategy;

Assessors are required to:

- Have experience in the implementation, application and sustainability of lean and/or improvement skills practice in relevant manufacturing, processing or logistics roles in the food and drink sector, where there have been measurable and beneficial productivity gains to companies.
- Demonstrate achievement in learning and/or competence in lean and improvement skill practice in the food and drink sector to the satisfaction of the Awarding Organisation. Examples may include; green/black belt 6 sigma courses, Proficiency Qualification in Food Manufacturing Excellence, N/SVQ in Business Improvement Techniques at an appropriate level.
- Have a sound underpinning achievement in the application of mathematics and communication in order to demonstrate competence in using and articulating the mathematical requirements of improvement techniques.
- Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.

- Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are:

- assessed using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

1.3 Occupational competence of internal quality assurance personnel for FME

- Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.
- Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are:

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

1.4 Occupational competence of external quality assurance personnel for FME

External quality assurance personnel must meet the requirements set out in section 5 of this assessment strategy. In addition:

- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by the Awarding Organisation.
- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by the Awarding Organisation.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are:

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

Annex 2

1.1 The Level 2 Award in Proficient Poultry Meat Inspection

This Proficiency Qualification has additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy.

From January 2009 Plant Inspection Assistants (PIAs), who carry out post-mortem inspection of poultry and who are not previously qualified, need to achieve this Proficiency Qualification to comply with regulation and discharge their responsibilities effectively. PIAs suitably qualified before January 2009 will not be required to achieve this qualification, unless an employer deems this necessary in the interest of updating skills and personal development.

This qualification assesses the proficiency of PIAs to carry out poultry post-mortem checks and comply with food safety management procedures, and will confirm their understanding of what is required to do the job. The qualification can be achieved in respect of post-mortem inspection of one of four specific types of bird; broilers & hens, ducks & geese, non-hunted game birds or turkeys.

1.2 The Role of Poultry Processing Company Staff

Wherever possible, assessment and quality assurance should be conducted by supervisors, managers or other suitably experienced staff employed by poultry processing companies and carried out in the workplace.

Where the capacity or capability of the company is not geared to conduct assessment and quality assurance to the required standards, then external services can be used to provide the quality assurance roles of the qualification. Such assessors and quality assurance personnel are referred to as 'peripatetic'.

However, the qualification cannot be awarded without the involvement of relevant company personnel managing or otherwise involved with the PIA. Company personnel must contribute to confirming the competence of the PIA, by providing observations, witness testimonies or other supplementary evidence to support assessment decisions in the workplace. External quality assurance personnel will be required to check this provision within the sampling plan for external quality assurance.

1.3 Occupational competence of assessors

The requirements below are in addition to those set out in section 3 of this assessment strategy;

Assessors are required to:

- Provide current evidence of competence and understanding in the post-mortem inspection of poultry, to the satisfaction of the Awarding Organisation. This may be achieved through employment, experience and/or continuing professional development which may include the achievement of vocational qualifications relevant to poultry meat inspection.

1.4 Occupational competence of internal quality assurance personnel

The requirements below are in addition to those set out in section 3 of this assessment strategy;

Internal quality assurers are required to:

- Demonstrate sufficient and current understanding of post-mortem inspection of poultry to be internally quality assured, and know how they are applied in the PIA role, to the satisfaction of the Awarding Organisation.

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