

Specification

Edexcel competence-
based

Edexcel Level 3 Award, Certificate
and Diploma for Proficiency in Food
Manufacturing Excellence (QCF)

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

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 Award for Proficiency in Food Manufacturing Excellence (QCF)	600/0996/2	01/03/11
Edexcel Level 3 Certificate for Proficiency in Food Manufacturing Excellence (QCF)	600/0997/4	01/03/11
Edexcel Level 3 Diploma for Proficiency in Food Manufacturing Excellence (QCF)	600/1000/9	01/03/11

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 Section 96 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 Aim Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), 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 the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualification from 01/03/11.

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 NVQ in Food Manufacture	500/7330/8	01/09/09

Key features of the Edexcel Level 3 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(s) are owned by Improve.

The Edexcel Level 3 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) have been approved as components required for the Food and Drink Manufacturing Advanced 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 16 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 Advanced 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?

The Edexcel Level 3 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) make up part of a suite of apprenticeship qualifications within Edexcel's Food and Drink Manufacturing sector.

Learners can progress from this qualification to Level 4 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 Award for Proficiency in Food Manufacturing Excellence (QCF)?

Individual units can be found in the *Units* section.

To achieve the full Level 3 Award, learners must achieve a minimum of 10 credits, comprising of the following combination of credits from each of the three unit groups:

Group A – minimum of 4 credits

Group B – minimum of 4 credits

Group C – it is not mandatory to take any units from Group C but up to 3 credits can be achieved.

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

Group A – Change Management units

Unit Reference	Unit Title	Credit	Level
1	A/602/5556 Organise and Run Meetings in Food Manufacture	2	3
2	F/602/5557 Understand How to Organise and Run Meeting in Food Manufacture	2	3
3	M/602/6302 Develop Working Relationships with Colleagues in Food Operations	3	3
4	A/602/6304 Understand How to Develop Working Relationships with Colleagues in Food Operations	2	3
5	Y/600/9669 Plan, Allocate and Monitor Work of a Team (MSC Imported)	5	3
6	T/600/9601 Provide Leadership and Direction for Own Area of Responsibility (MSC Imported)	5	4
7	R/602/5627 Contribute to Continuous Improvement of Food Safety in Operations	3	3
8	Y/602/5628 Understand How to Contribute to Continuous Improvement of Food Safety in Operations	4	3
9	T/602/5071 Contribute to the Development of an Achieving Excellence Culture in Food Operations	3	3
10	A/602/5072 Understand How to Contribute to the Development of an Achieving Excellence Culture in Food Operations	3	3
11	F/602/5073 Plan Organisational Change for Achieving Excellence in Food Operations	4	3

Unit Reference	Unit Title	Credit	Level
12	J/602/5074 Understand How to Plan Organisational Change for Achieving Excellence in Food Operations	3	3
13	L/602/5075 Manage Organisational Change for Achieving Excellence in Food Operations	4	3
14	R/602/5076 Understand How to Manage Organisational Change for Achieving Excellence in Food Operations	3	3
15	Y/602/5077 Provide Organisational Support for Achieving Excellence in Food Operations	2	3
16	D/602/5078 Understand How to Provide Organisational Support for Achieving Excellence in Food Operations	3	3
17	D/602/5629 Monitor Change and Improvement for Achieving Excellence in Food Operations	3	3
18	Y/602/5631 Understand How to Monitor Change and Improvement for Achieving Excellence in Food Operations	2	3
19	D/602/5632 Review and Evaluate Organisational Change for Achieving Excellence in Food Operations	3	3
20	H/602/5633 Understand How to Review and Evaluate Organisational Change for Achieving Excellence in Food Operations	3	3
21	K/602/5634 Contribute to the Development of an Achieving Excellence Strategy in Food Operations	2	3
22	M/602/5635 Understand How to Contribute to the Development of an Achieving Excellence Strategy in Food Operations	2	3
23	T/602/5023 Identify Learning and Skills Needs for Achieving Excellence in Food Operations	2	3
24	A/602/5024 Understand How to Identify Learning and Skills Needs for Achieving Excellence in Food Operations	2	3
25	F/602/5025 Provide Coaching and Mentoring for Achieving Excellence in Food Operations	3	3
26	J/602/5026 Understand How to Provide Coaching and Mentoring for Achieving Excellence in Food Operations	3	3
27	L/602/5027 Provide Training for Achieving Excellence in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
28	R/602/5028 Understand How to Provide Training for Achieving Excellence in Food Operations	2	3
29	Y/602/5029 Assess Teams and Individuals in the Achievement of Excellence in Food Operations	3	3
30	L/602/5030 Understand How to Assess Teams and Individuals in the Achievement of Excellence in Food Operations	2	3
31	R/602/5031 Manage Workplace Organisation for Achieving Excellence in Food Operations	3	3
32	Y/602/5032 Understand How to Manage Workplace Organisation for Achieving Excellence in Food Operations	2	3
33	D/602/5033 Manage Compliance to Support Achieving Excellence in Food Operations	2	3
34	H/602/5034 Understand How to Manage Compliance to Support Achieving Excellence in Food Operations	2	3

Group B – Tools and Techniques units

Unit Reference	Unit Title	Credit	Level
35	F/602/4697 Monitor and Control Throughput to Achieve Targets in Food Operations	2	3
36	J/602/4698 Understand How to Monitor and Control Throughput to Achieve Targets in Food Operations	3	3
37	L/602/4699 Carry Out Quality Audits in Food Operations	3	3
38	T/602/4700 Understand How to Carry Out Quality Audits in Food Operations	3	3
39	A/602/4701 Control Energy Efficiency in Food Operations	4	3
40	F/602/4702 Control Waste Minimisation in Food Operations	3	3
41	J/602/4703 Understand How to Control Waste Minimisation in a Food Operations	3	3
42	L/602/4704 Control Water Usage in Food Operations	3	3
43	R/602/4705 Understand How to Control Water Usage in Food Operations	3	3
44	Y/602/4706 Control Transport Efficiency in Food Operations	3	3
45	D/602/4707 Understand How to Control Transport Efficiency in Food Operations	3	3
46	F/602/4621 Analyse Current Practice for Achieving Excellence in Food Operations	3	3
47	J/602/4622 Understand How to Analyse Current Practice for Achieving Excellence in Food Operations	2	3
48	L/602/4623 Carry Out a Value Stream Mapping (VSM) Programme in Food Operations	4	3
49	R/602/4624 Understand How to Carry Out Value Stream Mapping (VSM) in Food Operations	3	3
50	Y/602/4625 Implement Visual Management Systems in Food Operations	4	3
51	D/602/4626 Understand How to Apply Visual Management Systems in Food Operations	2	3
52	A/602/4617 Diagnose Problems in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
53	F/602/4618 Understand How to Diagnose Problems in Food Operations	3	3
54	H/602/4627 Analyse and Select Areas for Achieving Excellence in Food Operations	3	3
55	R/503/5838 Understand How to Analyse and Select Areas for Achieving Excellence in Food Operations	3	3
56	L/503/5837 Apply Failure Modes and Effects Analysis in Food Operations	4	3
57	H/602/4630 Understand How to Carry Out Failure Modes and Effects Analysis (FMEA) in Food Operations	2	3
58	J/602/4619 Resolve Problems in Food Operations	3	3
59	A/602/4620 Understand How to Resolve Problems in Food Operations	4	3
60	K/602/4631 Plan and Agree Targets for Achieving Excellence in Food Operations	4	3
61	J/503/5836 Understand How to Plan and Agree Targets for Achieving Excellence in Food Operations	2	3
62	T/602/4633 Implement a Problem Solving Methodology for Achieving Excellence in Food Operations	4	3
63	A/602/4634 Understand How to Implement a Problem Solving Methodology for Achieving Excellence in Food Operations	2	3
64	F/602/4649 Implement Improvement Programmes for Achieving Excellence in Food Operations	4	3
65	T/602/4650 Understand How to Implement Improvement Programmes for Achieving Excellence in Food Operations	2	3
66	A/602/4651 Implement a Set-up Reduction Programme for Achieving Excellence in Food Operations	4	3
67	F/503/5835 Understand How to Implement A Set-up Reduction Programme for Achieving Excellence in Food Operations	2	3
68	J/602/4653 Implement Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
69	L/602/4654 Understand How to Carry Out Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations	3	3
70	Y/503/5839 Measure and Collect Data for Achieving Excellence in Food Operations	4	3
71	Y/602/4656 Understand How to Measure and Collect Data for Achieving Excellence in Food Operations	3	3
72	D/602/4657 Analyse Improvement Outcomes for Achieving Excellence in Food Operations	4	3
73	H/602/4658 Understand How to Analyse Improvement Outcomes for Achieving Excellence in Food Operations	2	3
74	K/602/4659 Review Improvement Activities for Achieving Excellence in Food Operations	4	3
75	H/602/4692 Understand How to Review Improvement Activities for Achieving Excellence in Food Operations	2	3
76	K/602/4693 Evaluate Improvement Activities for Achieving Excellence in Food Operations	3	3
77	M/602/4694 Understand How to Evaluate Improvement Activities for Achieving Excellence in Food Operations	3	3
78	T/602/4695 Sustain Improvement for Achieving Excellence in Food Operations	3	3
79	A/602/4696 Understand How to Sustain Improvement for Achieving Excellence in Food Operations	2	3

Group C – Food Manufacturing Excellence Knowledge units

Unit Reference	Unit Title	Credit	Level
80	Y/600/2382 The Principles of HACCP for Food Manufacturing	3	3
81	L/601/2701 Principles of Sustainability in Food Operations	4	3
82	A/601/2953 Principles of Improvement in Food Operations	3	3
83	F/601/2954 Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
84	A/601/9689 Principles of Change Project Management in Food Operations	4	4
85	L/602/2001 Principles of an Achieving Excellence Strategy in Food Operations	4	4
86	J/601/2955 Principles of Flow Process Analysis in Food Operations	3	3
87	D/601/2959 Principles of Measurement System Analysis (MSA) in Food Operations	3	3
88	Y/601/2961 Principles of Lead Time Analysis in Food Operations	3	3
89	H/601/2963 Principles of Basic Statistical Analysis in Food Operations	3	3
90	K/601/2964 Principles of Taguchi Linear Graphs in Food Operations	3	3
91	T/601/2966 Principles of Flexible Production and Manpower Systems in Food Operations	4	3
92	F/601/2968 Principles of Statistical Process Control Procedures (SPC) in Food Operations	3	3
93	J/601/2969 Principles of Design of Experiments (DOE) in Food Operations	3	3
94	A/601/2970 Principles of Quality Function Deployment (QFD) in Food Operations	4	3
95	F/601/2971 Principles of Response Surface Methodology in Food Operations	3	3
96	L/601/2973 Principles of Value Stream Mapping (VSM) in Food Operations	3	3
97	R/601/2974 Principles of Visual Management Systems in Food Operations	3	3
98	Y/601/2975 Principles of Analysing and Selecting Areas for Achieving Excellence in Food Operations	2	3

Unit Reference	Unit Title	Credit	Level
99	D/601/2976 Principles of Failure Modes and Effects Analysis (FMEA) in Food Operations	2	3
100	H/601/2977 Principles of Six Sigma Process Mapping in Food Operations	3	3
101	K/601/2978 Principles of Six Sigma Methodology in Food Operations	3	3
102	M/601/2979 Principles of Six Sigma Metrics in Food Operations	4	3
103	H/601/2980 Principles of a Set-up Reduction Programme in Food Operations	4	3
104	K/601/2981 Principles of Mistake/Error Proofing (Poka Yoke) in Food Operations	3	3
105	M/601/2982 Principles of a Characteristic Selection Matrix in Food Operations	3	3
106	A/601/2984 Principles of Capability Studies in Food Operations	4	3
107	F/601/2985 Principles of Multi-variance Charts in Food Operations	3	3
108	J/601/2986 Principles of Hypothesis Testing in Food Operations	3	3
109	L/601/2987 Principles of Evolutionary Operations (EVOP) in Food Operations	3	3
110	Y/601/2989 Principles of Central Limit Theorem and Confidence Intervals in Food Operations	3	3
111	L/601/2990 Principles of Single Minute Exchange of Dies (SMED) in Food Operations	3	3

What is the qualification structure for Edexcel Level 3 Certificate for Proficiency in Food Manufacturing Excellence (QCF)?

Individual units can be found in the Units section.

To achieve the full level 3 Certificate, learners must achieve a minimum of 27 credits, comprising of the following combination of credits from each of the three unit groups:

Group A – a minimum of 12 credits

Group B – a minimum of 12 credits

Group C– it is not mandatory to take any credits from Group C, but up to 7 credits can be achieved.

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

Group A – Change Management units

Unit Reference	Unit Title	Credit	Level
1	A/602/5556 Organise and Run Meetings in Food Manufacture	2	3
2	F/602/5557 Understand How to Organise and Run Meeting in Food Manufacture	2	3
3	M/602/6302 Develop Working Relationships with Colleagues in Food Operations	3	3
4	A/602/6304 Understand How to Develop Working Relationships with Colleagues in Food Operations	2	3
5	Y/600/9669 Plan, Allocate and Monitor Work of a Team (MSC Imported)	5	3
6	T/600/9601 Provide Leadership and Direction for Own Area of Responsibility (MSC Imported)	5	4
7	R/602/5627 Contribute to Continuous Improvement of Food Safety in Operations	3	3
8	Y/602/5628 Understand How to Contribute to Continuous Improvement of Food Safety in Operations	4	3
9	T/602/5071 Contribute to the Development of an Achieving Excellence Culture in Food Operations	3	3
10	A/602/5072 Understand How to Contribute to the Development of an Achieving Excellence Culture in Food Operations	3	3
11	F/602/5073 Plan Organisational Change for Achieving Excellence in Food Operations	4	3

Unit Reference	Unit Title	Credit	Level
12	J/602/5074 Understand How to Plan Organisational Change for Achieving Excellence in Food Operations	3	3
13	L/602/5075 Manage Organisational Change for Achieving Excellence in Food Operations	4	3
14	R/602/5076 Understand How to Manage Organisational Change for Achieving Excellence in Food Operations	3	3
15	Y/602/5077 Provide Organisational Support for Achieving Excellence in Food Operations	2	3
16	D/602/5078 Understand How to Provide Organisational Support for Achieving Excellence in Food Operations	3	3
17	D/602/5629 Monitor Change and Improvement for Achieving Excellence in Food Operations	3	3
18	Y/602/5631 Understand How to Monitor Change and Improvement for Achieving Excellence in Food Operations	2	3
19	D/602/5632 Review and Evaluate Organisational Change for Achieving Excellence in Food Operations	3	3
20	H/602/5633 Understand How to Review and Evaluate Organisational Change for Achieving Excellence in Food Operations	3	3
21	K/602/5634 Contribute to the Development of an Achieving Excellence Strategy in Food Operations	2	3
22	M/602/5635 Understand How to Contribute to the Development of an Achieving Excellence Strategy in Food Operations	2	3
23	T/602/5023 Identify Learning and Skills Needs for Achieving Excellence in Food Operations	2	3
24	A/602/5024 Understand How to Identify Learning and Skills Needs for Achieving Excellence in Food Operations	2	3
25	F/602/5025 Provide Coaching and Mentoring for Achieving Excellence in Food Operations	3	3
26	J/602/5026 Understand How to Provide Coaching and Mentoring for Achieving Excellence in Food Operations	3	3
27	L/602/5027 Provide Training for Achieving Excellence in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
28	R/602/5028 Understand How to Provide Training for Achieving Excellence in Food Operations	2	3
29	Y/602/5029 Assess Teams and Individuals in the Achievement of Excellence in Food Operations	3	3
30	L/602/5030 Understand How to Assess Teams and Individuals in the Achievement of Excellence in Food Operations	2	3
31	R/602/5031 Manage Workplace Organisation for Achieving Excellence in Food Operations	3	3
32	Y/602/5032 Understand How to Manage Workplace Organisation for Achieving Excellence in Food Operations	2	3
33	D/602/5033 Manage Compliance to Support Achieving Excellence in Food Operations	2	3
34	H/602/5034 Understand How to Manage Compliance to Support Achieving Excellence in Food Operations	2	3

Group B – Tools and Techniques units

Unit Reference	Unit Title	Credit	Level
35	F/602/4697 Monitor and Control Throughput to Achieve Targets in Food Operations	2	3
36	J/602/4698 Understand How to Monitor and Control Throughput to Achieve Targets in Food Operations	3	3
37	L/602/4699 Carry Out Quality Audits in Food Operations	3	3
38	T/602/4700 Understand How to Carry Out Quality Audits in Food Operations	3	3
39	A/602/4701 Control Energy Efficiency in Food Operations	4	3
40	F/602/4702 Control Waste Minimisation in Food Operations	3	3
41	J/602/4703 Understand How to Control Waste Minimisation in a Food Operations	3	3
42	L/602/4704 Control Water Usage in Food Operations	3	3
43	R/602/4705 Understand How to Control Water Usage in Food Operations	3	3
44	Y/602/4706 Control Transport Efficiency in Food Operations	3	3
45	D/602/4707 Understand How to Control Transport Efficiency in Food Operations	3	3
46	F/602/4621 Analyse Current Practice for Achieving Excellence in Food Operations	3	3
47	J/602/4622 Understand How to Analyse Current Practice for Achieving Excellence in Food Operations	2	3
48	L/602/4623 Carry Out a Value Stream Mapping (VSM) Programme in Food Operations	4	3
49	R/602/4624 Understand How to Carry Out Value Stream Mapping (VSM) in Food Operations	3	3
50	Y/602/4625 Implement Visual Management Systems in Food Operations	4	3
51	D/602/4626 Understand How to Apply Visual Management Systems in Food Operations	2	3
52	A/602/4617 Diagnose Problems in Food Operations	3	3
53	F/602/4618 Understand How to Diagnose Problems in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
54	H/602/4627 Analyse and Select Areas for Achieving Excellence in Food Operations	3	3
55	R/503/5838 Understand How to Analyse and Select Areas for Achieving Excellence in Food Operations	3	3
56	L/503/5837 Apply Failure Modes and Effects Analysis in Food Operations	4	3
57	H/602/4630 Understand How to Carry Out Failure Modes and Effects Analysis (FMEA) in Food Operations	2	3
58	J/602/4619 Resolve Problems in Food Operations	3	3
59	A/602/4620 Understand How to Resolve Problems in Food Operations	4	3
60	K/602/4631 Plan and Agree Targets for Achieving Excellence in Food Operations	4	3
61	J/503/5836 Understand How to Plan and Agree Targets for Achieving Excellence in Food Operations	2	3
62	T/602/4633 Implement a Problem Solving Methodology for Achieving Excellence in Food Operations	4	3
63	A/602/4634 Understand How to Implement a Problem Solving Methodology for Achieving Excellence in Food Operations	2	3
64	F/602/4649 Implement Improvement Programmes for Achieving Excellence in Food Operations	4	3
65	T/602/4650 Understand How to Implement Improvement Programmes for Achieving Excellence in Food Operations	2	3
66	A/602/4651 Implement a Set-Up Reduction Programme for Achieving Excellence in Food Operations	4	3
67	F/503/5835 Understand How to Implement a Set-up Reduction Programme for Achieving Excellence in Food Operations	2	3
68	J/602/4653 Implement Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations	3	3
69	L/602/4654 Understand How to Carry Out Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
70	Y/503/5839 Measure and Collect Data for Achieving Excellence in Food Operations	4	3
71	Y/602/4656 Understand How to Measure and Collect Data for Achieving Excellence in Food Operations	3	3
72	D/602/4657 Analyse Improvement Outcomes for Achieving Excellence in Food Operations	4	3
73	H/602/4658 Understand How to Analyse Improvement Outcomes for Achieving Excellence in Food Operations	2	3
74	K/602/4659 Review Improvement Activities for Achieving Excellence in Food Operations	4	3
75	H/602/4692 Understand How to Review Improvement Activities for Achieving Excellence in Food Operations	2	3
76	K/602/4693 Evaluate Improvement Activities for Achieving Excellence in Food Operations	3	3
77	M/602/4694 Understand How to Evaluate Improvement Activities for Achieving Excellence in Food Operations	3	3
78	T/602/4695 Sustain Improvement for Achieving Excellence in Food Operations	3	3
79	A/602/4696 Understand how to Sustain Improvement for Achieving Excellence in Food Operations	2	3

Group C – Food Manufacturing Excellence Knowledge units

Unit Reference	Unit Title	Credit	Level
80	Y/600/2382 The Principles of HACCP for Food Manufacturing	3	3
81	L/601/2701 Principles of Sustainability in Food Operations	4	3
82	A/601/2953 Principles of Improvement in Food Operations	3	3
83	F/601/2954 Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
84	A/601/9689 Principles of Change Project Management in Food Operations	4	4
85	L/602/2001 Principles of an Achieving Excellence Strategy in Food Operations	4	4
86	J/601/2955 Principles of Flow Process Analysis in Food Operations	3	3
87	D/601/2959 Principles of Measurement System Analysis (MSA) in Food Operations	3	3
88	Y/601/2961 Principles of Lead Time Analysis in Food Operations	3	3
89	H/601/2963 Principles of Basic Statistical Analysis in Food Operations	3	3
90	K/601/2964 Principles of Taguchi Linear Graphs in Food Operations	3	3
91	T/601/2966 Principles of Flexible Production and Manpower Systems in Food Operations	4	3
92	F/601/2968 Principles of Statistical Process Control Procedures (SPC) in Food Operations	3	3
93	J/601/2969 Principles of Design of Experiments (DOE) in Food Operations	3	3
94	A/601/2970 Principles of Quality Function Deployment (QFD) in Food Operations	4	3
95	F/601/2971 Principles of Response Surface Methodology in Food Operations	3	3
96	L/601/2973 Principles of Value Stream Mapping (VSM) in Food Operations	3	3
97	R/601/2974 Principles of Visual Management Systems in Food Operations	3	3
98	Y/601/2975 Principles of Analysing and Selecting Areas for Achieving Excellence in Food Operations	2	3

Unit Reference	Unit Title	Credit	Level
99	D/601/2976 Principles of Failure Modes and Effects Analysis (FMEA) in Food Operations	2	3
100	H/601/2977 Principles of Six Sigma Process Mapping in Food Operations	3	3
101	K/601/2978 Principles of Six Sigma Methodology in Food Operations	3	3
102	M/601/2979 Principles of Six Sigma Metrics in Food Operations	4	3
103	H/601/2980 Principles of a Set-up Reduction Programme in Food Operations	4	3
104	K/601/2981 Principles of Mistake/Error Proofing (Poka Yoke) in Food Operations	3	3
105	M/601/2982 Principles of a Characteristic Selection Matrix in Food Operations	3	3
106	A/601/2984 Principles of Capability Studies in Food Operations	4	3
107	F/601/2985 Principles of Multi-variance Charts in Food Operations	3	3
108	J/601/2986 Principles of Hypothesis Testing in Food Operations	3	3
109	L/601/2987 Principles of Evolutionary Operations (EVOP) in Food Operations	3	3
110	Y/601/2989 Principles of Central Limit Theorem and Confidence Intervals in Food Operations	3	3
111	L/601/2990 Principles of Single Minute Exchange of Dies (SMED) in Food Operations	3	3

What is the qualification structure for Edexcel Level 3 Diploma for Proficiency in Food Manufacturing Excellence (QCF)?

Individual units can be found in the Units section.

To achieve the full level 3 Diploma, learners must achieve a minimum of 37 credits, comprising of the following combination of credits from each of the three unit groups:

Group A – a minimum of 17 credits

Group B – a minimum of 17 credits

Group C – it is not mandatory to take any units from Group C but up to 18 credits can be achieved.

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

Group A – Change Management units

Unit Reference	Unit Title	Credit	Level
1	A/602/5556 Organise and Run Meetings in Food Manufacture	2	3
2	F/602/5557 Understand How to Organise and Run Meeting in Food Manufacture	2	3
3	M/602/6302 Develop Working Relationships With Colleagues in Food Operations	3	3
4	A/602/6304 Understand How to Develop Working Relationships with Colleagues in Food Operations	2	3
5	Y/600/9669 Plan, Allocate and Monitor Work of a Team (MSC Imported)	5	3
6	T/600/9601 Provide Leadership and Direction for Own Area of Responsibility (MSC Imported)	5	4
7	R/602/5627 Contribute to Continuous Improvement of Food Safety in Operations	3	3
8	Y/602/5628 Understand How to Contribute to Continuous Improvement of Food Safety in Operations	4	3
9	T/602/5071 Contribute to the Development of an Achieving Excellence Culture in Food Operations	3	3
10	A/602/5072 Understand How to Contribute to the Development of an Achieving Excellence Culture in Food Operations	3	3
11	F/602/5073 Plan Organisational Change for Achieving Excellence in Food Operations	4	3

Unit Reference	Unit Title	Credit	Level
12	J/602/5074 Understand How to Plan Organisational Change for Achieving Excellence in Food Operations	3	3
13	L/602/5075 Manage Organisational Change for Achieving Excellence in Food Operations	4	3
14	R/602/5076 Understand How to Manage Organisational Change for Achieving Excellence in Food Operations	3	3
15	Y/602/5077 Provide Organisational Support for Achieving Excellence in Food Operations	2	3
16	D/602/5078 Understand How to Provide Organisational Support for Achieving Excellence in Food Operations	3	3
17	D/602/5629 Monitor Change and Improvement for Achieving Excellence in Food Operations	3	3
18	Y/602/5631 Understand How to Monitor Change and Improvement for Achieving Excellence in Food Operations	2	3
19	D/602/5632 Review and Evaluate Organisational Change for Achieving Excellence in Food Operations	3	3
20	H/602/5633 Understand How to Review and Evaluate Organisational Change for Achieving Excellence in Food Operations	3	3
21	K/602/5634 Contribute to the Development of an Achieving Excellence Strategy in Food Operations	2	3
22	M/602/5635 Understand How to Contribute to the Development of an Achieving Excellence Strategy in Food Operations	2	3
23	T/602/5023 Identify Learning and Skills Needs for Achieving Excellence in Food Operations	2	3
24	A/602/5024 Understand How to Identify Learning and Skills Needs for Achieving Excellence in Food Operations	2	3
25	F/602/5025 Provide Coaching and Mentoring for Achieving Excellence in Food Operations	3	3
26	J/602/5026 Understand how to Provide Coaching and Mentoring for Achieving Excellence in Food Operations	3	3
27	L/602/5027 Provide Training for Achieving Excellence in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
28	R/602/5028 Understand how to Provide Training for Achieving Excellence in Food Operations	2	3
29	Y/602/5029 Assess Teams and Individuals in the Achievement of Excellence in Food Operations	3	3
30	L/602/5030 Understand How to Assess Teams and Individuals in the Achievement of Excellence in Food Operations	2	3
31	R/602/5031 Manage Workplace Organisation for Achieving Excellence in Food Operations	3	3
32	Y/602/5032 Understand How to Manage Workplace Organisation for Achieving Excellence in Food Operations	2	3
33	D/602/5033 Manage Compliance to Support Achieving Excellence in Food Operations	2	3
34	H/602/5034 Understand How to Manage Compliance to Support Achieving Excellence in Food Operations	2	3

Group B – Tools and Techniques units

Unit Reference	Unit Title	Credit	Level
35	F/602/4697 Monitor and Control Throughput to Achieve Targets in Food Operations	2	3
36	J/602/4698 Understand How to Monitor and Control Throughput to Achieve Targets in Food Operations	3	3
37	L/602/4699 Carry Out Quality Audits in Food Operations	3	3
38	T/602/4700 Understand How to Carry Out Quality Audits in Food Operations	3	3
39	A/602/4701 Control Energy Efficiency in Food Operations	4	3
40	F/602/4702 Control Waste Minimisation in Food Operations	3	3
41	J/602/4703 Understand How to Control Waste Minimisation in a Food Operations	3	3
42	L/602/4704 Control Water Usage in Food Operations	3	3
43	R/602/4705 Understand How to Control Water Usage in Food Operations	3	3
44	Y/602/4706 Control Transport Efficiency in Food Operations	3	3
45	D/602/4707 Understand How to Control Transport Efficiency in Food Operations	3	3
46	F/602/4621 Analyse Current Practice for Achieving Excellence in Food Operations	3	3
47	J/602/4622 Understand How to Analyse Current Practice for Achieving Excellence in Food Operations	2	3
48	L/602/4623 Carry Out a Value Stream Mapping (VSM) Programme in Food Operations	4	3
49	R/602/4624 Understand How to Carry Out Value Stream Mapping (VSM) in Food Operations	3	3
50	Y/602/4625 Implement Visual Management Systems in Food Operations	4	3
51	D/602/4626 Understand How to Apply Visual Management Systems in Food Operations	2	3
52	A/602/4617 Diagnose Problems in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
53	F/602/4618 Understand How to Diagnose Problems in Food Operations	3	3
54	H/602/4627 Analyse and Select Areas for Achieving Excellence in Food Operations	3	3
55	R/503/5838 Understand How to Analyse and Select Areas for Achieving Excellence in Food Operations	3	3
56	L/503/5837 Apply Failure Modes and Effects Analysis in Food Operations	4	3
57	H/602/4630 Understand How to Carry Out Failure Modes and Effects Analysis (FMEA) in Food Operations	2	3
58	J/602/4619 Resolve Problems in Food Operations	3	3
59	A/602/4620 Understand How to Resolve Problems in Food Operations	4	3
60	K/602/4631 Plan and Agree Targets for Achieving Excellence in Food Operations	4	3
61	J/503/5836 Understand How to Plan and Agree Targets for Achieving Excellence in Food Operations	2	3
62	T/602/4633 Implement a Problem Solving Methodology for Achieving Excellence in Food Operations	4	3
63	A/602/4634 Understand How to Implement a Problem Solving Methodology for Achieving Excellence in Food Operations	2	3
64	F/602/4649 Implement Improvement Programmes for Achieving Excellence in Food Operations	4	3
65	T/602/4650 Understand How to Implement Improvement Programmes for Achieving Excellence in Food Operations	2	3
66	A/602/4651 Implement a Set-Up Reduction Programme for Achieving Excellence in Food Operations	4	3
67	F/503/5835 Understand How to Implement a Set-up Reduction Programme for Achieving Excellence in Food Operations	2	3
68	J/602/4653 Implement Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations	3	3

Unit Reference	Unit Title	Credit	Level
69	L/602/4654 Understand How to Carry Out Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations	3	3
70	Y/503/5839 Measure and Collect Data for Achieving Excellence in Food Operations	4	3
71	Y/602/4656 Understand How to Measure and Collect Data for Achieving Excellence in Food Operations	3	3
72	D/602/4657 Analyse Improvement Outcomes for Achieving Excellence in Food Operations	4	3
73	H/602/4658 Understand How to Analyse Improvement Outcomes for Achieving Excellence in Food Operations	2	3
74	K/602/4659 Review Improvement Activities for Achieving Excellence in Food Operations	4	3
75	H/602/4692 Understand How to Review Improvement Activities for Achieving Excellence in Food Operations	2	3
76	K/602/4693 Evaluate Improvement Activities for Achieving Excellence in Food Operations	3	3
77	M/602/4694 Understand How to Evaluate Improvement Activities for Achieving Excellence in Food Operations	3	3
78	T/602/4695 Sustain Improvement for Achieving Excellence in Food Operations	3	3
79	A/602/4696 Understand how to Sustain Improvement for Achieving Excellence in Food Operations	2	3

Group C – Food Manufacturing Excellence Knowledge units

Unit Reference	Unit Title	Credit	Level
80	Y/600/2382 The Principles of HACCP for Food Manufacturing	3	3
81	L/601/2701 Principles of Sustainability in Food Operations	4	3
82	A/601/2953 Principles of Improvement in Food Operations	3	3
83	F/601/2954 Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
84	A/601/9689 Principles of Change Project Management in Food Operations	4	4
85	L/602/2001 Principles of an Achieving Excellence Strategy in Food Operations	4	4
86	J/601/2955 Principles of Flow Process Analysis in Food Operations	3	3
87	D/601/2959 Principles of Measurement System Analysis (MSA) in Food Operations	3	3
88	Y/601/2961 Principles of Lead Time Analysis in Food Operations	3	3
89	H/601/2963 Principles of Basic Statistical Analysis in Food Operations	3	3
90	K/601/2964 Principles of Taguchi Linear Graphs in Food Operations	3	3
91	T/601/2966 Principles of Flexible Production and Manpower Systems in Food Operations	4	3
92	F/601/2968 Principles of Statistical Process Control Procedures (SPC) in Food Operations	3	3
93	J/601/2969 Principles of Design of Experiments (DOE) in Food Operations	3	3
94	a/601/2970 Principles of Quality Function Deployment (QFD) in Food Operations	4	3
95	F/601/2971 Principles of Response Surface Methodology in Food Operations	3	3
96	L/601/2973 Principles of Value Stream Mapping (VSM) in Food Operations	3	3
97	R/601/2974 Principles of Visual Management Systems in Food Operations	3	3
98	Y/601/2975 Principles of Analysing and Selecting Areas for Achieving Excellence in Food Operations	2	3

Unit Reference	Unit Title	Credit	Level
99	D/601/2976 Principles of Failure Modes and Effects Analysis (FMEA) in Food Operations	2	3
100	H/601/2977 Principles of Six Sigma Process Mapping in Food Operations	3	3
101	K/601/2978 Principles of Six Sigma Methodology in Food Operations	3	3
102	M/601/2979 Principles of Six Sigma Metrics in Food Operations	4	3
103	H/601/2980 Principles of a Set-up Reduction Programme in Food Operations	4	3
104	K/601/2981 Principles of Mistake/Error Proofing (Poka Yoke) in Food Operations	3	3
105	M/601/2982 Principles of a Characteristic Selection Matrix in Food Operations	3	3
106	A/601/2984 Principles of Capability Studies in Food Operations	4	3
107	F/601/2985 Principles of Multi-variance Charts in Food Operations	3	3
108	J/601/2986 Principles of Hypothesis Testing in Food Operations	3	3
109	L/601/2987 Principles of Evolutionary Operations (EVOP) in Food Operations	3	3
110	Y/601/2989 Principles of Central Limit Theorem and Confidence Intervals in Food Operations	3	3
111	L/601/2990 Principles of Single Minute Exchange of Dies (SMED) in Food Operations	3	3

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 have/has been included in *Annexe D*. They have 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 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 persist 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 be read in conjunction with the assessment strategy in Annexe D)

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 examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy(S)
- professional discussion (PD)
- assignment, project/case studies (a)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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?

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 code:					This is the unit owner's reference number for the specified unit.
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: Organise and Run Meetings in Food Manufacture

Unit reference number: A/602/5556

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who organise and run meetings in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 Plan to lead meetings	1.1 give people sufficient notice of a meeting to allow them to contribute effectively 1.2 give people sufficient information about the meeting to allow them to contribute effectively 1.3 clarify the objectives of the meeting with everyone attending			
2 Lead meetings	2.1 allocate discussion time to topics which reflects their importance, urgency and complexity 2.2 chair the meeting in a way that helps everyone attending to make a full contribution 2.3 keep the meeting focused, positive and avoid unhelpful arguments and digressions 2.4 summarise clearly from time to time during the meeting 2.5 ensure that the meeting achieves its objectives within the allocated time 2.6 ensure that the agreed decision and recommendations are within the authority of those meeting 2.7 summarise the decisions made and recommendation to the relevant people 2.8 analyse feedback from those attending to improve the effectiveness of future meetings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Contribute to meetings	3.1 prepare for a meeting 3.2 consult colleagues whose views need to be represented at the meeting 3.3 make clear, concise and relevant contributions to the meeting 3.4 make contributions to clarify problems 3.5 identify and assess possible solutions to problems 3.6 recognise the contributions and viewpoints of others 3.7 give information about decisions made to relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Understand How to Organise and Run Meetings in Food Manufacture

Unit reference number: F/602/5557

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to organise and run meetings in food manufacture, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to 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 organising and running meetings in food manufacture. 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 plan and organise meetings in food manufacture	1.1 clarify the value and limitations of meetings as a method of exchanging information and making decisions 1.2 explain how to determine when meetings are the most effective method of dealing with issues 1.3 describe alternatives to meetings that may be used to deal with issues 1.4 describe the key differences between internal meetings and those involving people from outside the organisation			
2	Know how to organise meetings in food manufacture	2.1 explain the purpose of an agenda for a meeting 2.2 describe how to devise an agenda for a meeting 2.3 describe how to provide information for others prior to meetings 2.4 describe how to form groups for particular purposes 2.5 explain how groups formed for particular purposes operate 2.6 explain how to influence groups formed for particular purposes 2.7 describe how to determine the relevant people to attend a meeting 2.8 state procedures to follow when calling and preparing for meetings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to run meetings in food manufacture	3.1 explain how to present information during meetings 3.2 explain the importance of determining the purpose and objectives of a meeting 3.3 describe how to report the outcomes of meetings 3.4 explain the importance of summarising discussions and decisions during meetings 3.5 describe at what points it is appropriate to summarise discussions and decisions in meetings			
4 Know how to control meetings in food manufacture	4.1 describe how to identify unhelpful arguments and digressions in meetings 4.2 describe strategies to discourage unhelpful arguments and digressions in meetings 4.3 describe how to attract and use feedback from others about meeting leadership 4.4 explain how to choose a style of leadership that is most appropriate to the nature of a meeting 4.5 explain how to manage discussions so that the objectives of a meeting are met within the allocated time 4.6 explain the importance of ensuring that the decisions made are within the authority of those meeting			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 3: Develop Working Relationships with Colleagues in Food Operations

Unit reference number: M/602/6302

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who develop working relationships with colleagues in food operations within food and drink businesses.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 working relationships with food operations colleagues	1.1 identify colleagues within their own and other organisations 1.2 identify and agree the roles and responsibilities for colleagues			
2 Display professional and respectful behaviour when working with food operations colleagues	2.1 behave in a professional manner with colleagues 2.2 show respect and understanding for colleagues			
3 Communicate effectively with food operations colleagues	3.1 identify and provide information to colleagues in a clear and timely manner 3.2 manipulate and differentiate information so that it is appropriate for the needs of colleagues 3.3 receive and clarify own understanding of information			
4 Identify colleague's food operations-related difficulties and seek solutions	4.1 identify work-related difficulties 4.2 identify conflicts of interest 4.3 seek to resolve work-related difficulties within the limits of own authority 4.4 refer to and involve others where this is needed to support resolution 4.5 provide feedback to colleagues that promote collaborative working and minimises conflict			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Understand How to Develop Working Relationships with Colleagues in Food Operations

Unit reference number: A/602/6304

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who develop working relationships with colleagues in a food processing or food services business. The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to 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, developing working relationships with colleagues. 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 establish working relationships with food operations colleagues	1.1 describe how to identify relevant colleagues within their own and other organisations 1.2 describe the roles and responsibilities of close working colleagues 1.3 explain how the roles and responsibilities of close working colleagues fit with their own role and responsibilities			
2 Understand professional behaviour and its importance when working with food operations colleagues	2.1 explain how to display behaviour that shows professionalism, respect and understanding for others 2.2 describe the organisational benefits of effective and productive working relationships			
3 Understand how to communicate effectively with food operations colleagues	3.1 summarise the best techniques for identifying and providing information to colleagues in a clear and timely manner 3.2 describe how to manipulate and differentiate information so that it is appropriate for the needs of colleagues 3.3 explain how to receive and clarify own understanding of information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Identify colleague's food operations-related difficulties and seek solutions	4.1 describe how to identify work-related difficulties 4.2 explain how to resolve work-related difficulties within the limits of own authority 4.3 clarify the most effective way to provide feedback to colleagues that promotes collaborative working and minimises conflict			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 5: Plan, Allocate and Monitor Work of a Team

Unit reference number: Y/600/9669

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

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 plan work for a team	1.1 agree team objectives with own manager 1.2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team			
2	Be able to allocate work across a team	2.1 discuss team plans with a team 2.2 agree work allocation and SMART (specific, measurable, achievable, realistic and time-bound) objectives with team members 2.3 agree standard of work required by team			
3	Be able to manage team members to achieve team objectives	3.1 support all team members in order to achieve team objectives			
4	Be able to monitor and evaluate the performance of team members	4.1 assess team members' work against agreed standards and objectives 4.2 identify and monitor conflict within a team 4.3 identify causes for team members not meeting team objectives			
5	Be able to improve the performance of a team	5.1 identify ways of improving team performance 5.2 provide constructive feedback to team members to improve their performance 5.3 implement identified ways of improving team performance			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Provide Leadership and Direction for Own Area of Responsibility

Unit reference number: T/600/9601

QCF level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

This unit helps learners to provide leadership and direction for their 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 lead in own area of responsibility	1.1 identify own strengths and ability to lead in a leadership role 1.2 evaluate strengths within own area of responsibility			
2 Be able to provide direction and set objectives in own area of responsibility	2.1 outline direction for own area of responsibility 2.2 implement objectives with colleagues that align with those of the organisation			
3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1 communicate the agreed direction to individuals within own area of responsibility 3.2 collect feedback to inform improvement			
4 Be able to assess own leadership performance	4.1 assess feedback on own leadership performance 4.2 evaluate own leadership performance			

Learner name: _____

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Learner signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to improving food safety	1.1 identify and report factors or issues that may affect food safety 1.2 contribute to the review of existing procedures relating to food safety 1.3 contribute to the introduction of new procedures relating to food safety 1.4 participate in team meetings to contribute improvements in procedures and processes			
2 Comply with food safety standards and procedures	2.1 interpret food safety standards 2.2 comply with new standards and procedures			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 8: Understand How to Contribute to Continuous Improvement of Food Safety in Operations

Unit reference number: Y/602/5628

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce development for those who understand how to monitor food safety management procedures in a food or animal feed business.

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

Assessment requirements

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

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 food safety management procedures	1.1 describe food safety management procedures 1.2 explain the importance of food safety management procedures 1.3 define the following terms: critical control points, control points, critical limits and relevant variance 1.4 describe the importance of monitoring critical control points and control points 1.5 describe methods used to monitor critical control points and control points 1.6 explain the impact of variance at critical control points and control points on food safety			
2 Know the checks and reporting procedures to control food safety	2.1 describe the type and frequency of checks required to control food safety 2.2 explain how to obtain verification of food safety checks 2.3 explain how to interpret and use specifications 2.4 describe the reporting procedures when control measures fail 2.5 explain how to maintain food safety control records 2.6 explain how traceability works and its importance to food safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to contribute to food safety management	3.1 describe the corrective action to reduce, control or eliminate food safety hazards, to include: <ul style="list-style-type: none"> – microbiological – chemical – physical – substances that cause allergic reactions 3.2 explain why it is important to contribute to the process of continuous improvement			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Take action and communicate cultural behaviours in achieving excellence	1.1 confirm the values and assumptions which encourage behaviour that underpin the organisations achieving excellence strategy 1.2 display personal and verbal behaviour which reinforces the values and assumptions of achieving excellence 1.3 communicate values to colleagues 1.4 motivate colleagues to take opportunities in sharing and acting on values			
2	Contribute to value systems and monitor cultural values in achieving excellence	2.1 provide feedback on: <ul style="list-style-type: none"> – the review of policies and systems supporting cultural values – cultural values and development from experience of working with colleagues 2.2 deal with conflict amongst colleagues on cultural values 2.3 seek feedback on the value of contribution to cultural development			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 10: Understand How to Contribute to the Development of an Achieving Excellence Culture in Food Operations

Unit reference number: A/602/5072

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to contribute to the development of an achieving excellence culture in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the development of 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
<p>1 Know how organisational and cultural values affect achieving excellence</p>	<p>1.1 outline the purpose and objectives of the achieving excellence strategy</p> <p>1.2 explain where and how to confirm the values and assumptions which underpin the achieving excellence strategy</p> <p>1.3 summarise own company policy or protocol for values and behaviours</p> <p>1.4 explain how workplace culture can support organisational success and improvement</p> <p>1.5 summarise the internal factors which most influence organisational culture</p> <p>1.6 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved</p>			
<p>2 Know how to contribute to value systems and monitor cultural values in achieving excellence</p>	<p>2.1 explain how to motivate colleagues and counter negativity that adversely impacts on workplace culture</p> <p>2.2 explain how to deal with conflict about agreed values and find practical ways around barriers and obstacles</p> <p>2.3 summarise ways of creating a sense of common purpose</p> <p>2.4 explain how to prioritise time to support others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to review and communicate about value systems	3.1 explain how to give feedback about own contribution to cultural development 3.2 state who to report to about policies and systems in support of achieving excellence			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Plan Organisational Change for Achieving Excellence in Food Operations

Unit reference number: F/602/5073

QCF level: 3

Credit value: 4

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who plan organisational change for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 planned organisational change	1.1 identify objectives and timescales outlined in the achieving excellence strategy 1.2 consult with colleagues on the implementation issues for organisational change 1.3 agree with management the scope for planning 1.4 assess the benefits of organisational change			
2 Develop plans for organisational change	2.1 identify the procedures, systems, structure and roles that need to be changed 2.2 assess the gap between the current and future required state 2.3 identify organisational and individual barriers to change 2.4 develop plans that detail the organisational change required 2.5 assess the risks to implementing the change programme and develop contingency plans 2.6 identify short-term wins and longer-term deliverables 2.7 identify potential training and support needs			
3 Communicate plans for organisational change	3.1 develop a communication plan that allows people to give feedback 3.2 seek feedback on the value of your planning to the progress of achieving excellence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Monitor plans for organisational change	4.1 develop plans for monitoring and assessing progress 4.2 review compliance levels and targets			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 12: Understand How to Plan Organisational Change for Achieving Excellence in Food Operations

Unit reference number: J/602/5074

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to plan organisational change for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning organisational change 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 Know how to prepare for planned organisational change	1.1 outline the organisation's achieving excellence vision, strategy, objectives, the reasons for improvement, the risks and expected benefits 1.2 summarise own organisation's current position in the sector compared to its main competitors 1.3 summarise business and operational critical activities and their interdependencies 1.4 describe the range of information sources available to support the improvement programme 1.5 explain factors that need to be changed and priorities and reasons for this 1.6 outline the theory and understanding of teams, team-building techniques and their application 1.7 explain how to assess the risks and benefits associated with planned organisational change			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to develop plans for organisational change	2.1 summarise key features of effective planning techniques 2.2 explain the theory and application of the change/performance curve 2.3 compare the main models and methods for managing change, and their strengths and weaknesses 2.4 describe the importance of contingency planning and how to do so effectively 2.5 explain how to make critical decisions 2.6 outline stakeholder and line management expectations and how they influence the process 2.7 identify internal and resource barriers to change, and techniques to deal with these			
3 Know how to communicate plans for organisational change	3.1 differentiate between formal and informal channels of communication 3.2 summarise consultation arrangements that are best suited to implementing achieving excellence			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 13: Manage Organisational Change for Achieving Excellence in Food Operations

Unit reference number: L/602/5075

QCF level: 3

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who manage organisational change for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 managing organisational change	1.1 identify how plan for change fit with the overall achieving excellence strategy 1.2 identify the specific achieving excellence plans for change 1.3 confirm the key objectives and scope of the plans for change with relevant colleagues and any stakeholders 1.4 identify available resources 1.5 make any final changes to plans where necessary and confirm with relevant people			
2 Manage organisational change	2.1 apply processes and resources to manage potential risks arising from the change and deal with contingencies 2.2 implement the change plan 2.3 select and apply a range of management tools and techniques to monitor, control and review progress 2.4 identify any required changes to the plan and obtain agreement from relevant people where necessary 2.5 achieve plan for change objectives using the agreed level of resources 2.6 confirm completion of the plan for change with relevant people and stakeholders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate plans for organisational change	3.1 brief any change team members on the plans for change, detailing their roles and responsibilities 3.2 provide ongoing support, encouragement and information to any change team members 3.3 communicate progress to relevant people, stakeholders and members of any change team on a regular basis 3.4 seek feedback on the value of own contribution to change management 3.5 provide feedback on the value of own contribution to the relevant person			
4 Monitor plans for organisational change	4.1 evaluate the success of the change programme 4.2 identify what lessons can be learned, recognising contributions of any team members and other colleagues 4.3 review the impact of change			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Understand How to Manage Organisational Change for Achieving Excellence in Food Operations

Unit reference number: R/602/5076

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who need to understand how to manage organisational change for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

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 prepare for managing organisational change	1.1 outline the plans for change agreed in line with the strategy for achieving excellence 1.2 summarise the theories for understanding teams/team-building techniques and their application 1.3 explain how to assess the risks and benefits associated with implementation of change 1.4 summarise business and operational critical activities and their interdependencies 1.5 assess those factors that need to be changed along with the associated priorities and reasons 1.6 define the theory and application of the change/performance curve 1.7 summarise stakeholder and line management expectations and how they influence the process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to manage organisational change	2.1 summarise the main models and methods for managing change and their strengths and weaknesses 2.2 describe the importance of contingency planning and how to do so effectively 2.3 explain how to make critical decisions 2.4 evaluate the range of information sources available to support achieving excellence 2.5 outline the internal and resource barriers to change, and techniques to overcome them			
3 Know how to review and communicate organisational change	3.1 assess the techniques used to monitor, control and review progress during organisational change 3.2 explain how to evaluate the success of change implementation 3.3 differentiate between formal and informal channels of communication 3.4 explain how to give and receive feedback about change management 3.5 explain how to evaluate consultation arrangements that are best suited to implement achieving excellence			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Provide Organisational Support for Achieving Excellence in Food Operations

Unit reference number: Y/602/5077

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who provide organisational support for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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	Plan to support and monitor an improvement team	<p>1.1 communicate the purpose and objectives of the improvement programme</p> <p>1.2 involve team members in planning how the team will achieve its objectives using recognised improvement techniques</p>			
2	Support an improvement team	<p>2.1 encourage and support team members to:</p> <ul style="list-style-type: none"> – implement improvement techniques – present their own improvement ideas – take the lead when they have knowledge and expertise required to implement techniques <p>2.2 steer the team through difficulties and challenges, including conflict, diversity and inclusion issues within the team</p> <p>2.3 encourage and recognise creativity and innovation within the team</p> <p>2.4 advise, support and coach team members to ensure the effective implementation of improvement techniques</p> <p>2.5 listen to and feedback on suggested improvements</p> <p>2.6 monitor improvement activities and progress of the team against objectives</p>			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 16: Understand How to Provide Organisational Support for Achieving Excellence in Food Operations

Unit reference number: D/602/5078

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to provide organisational support for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when providing organisational support 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 Know how to plan to support and monitor an improvement team	1.1 explain how different improvement techniques benefit from effective team work 1.2 summarise the standards of performance for the improvement work			
2 Know how to support an improvement team	2.1 explain how to advise, support and coach team members to ensure implementation of improvement techniques 2.2 outline how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives 2.3 explain how to select and apply methods for motivating, supporting and encouraging team members 2.4 explain how to show team members the importance of personal work objectives and how they contribute to achieving team objectives 2.5 outline the importance of encouraging others to take the lead and ways in which this can be achieved 2.6 describe how to encourage and recognise creativity and innovation within the team and the benefits of this			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to monitor team performance and provide feedback	3.1 compare different ways of communicating with members of a team 3.2 describe how to recognise the achievement of team members 3.3 outline types of difficulties and challenges that may arise in a team, including conflict, diversity and inclusion issues, and ways of identifying and overcoming them 3.4 describe how to deal with difficulties and challenges including: – conflict – diversity – inclusion 3.5 explain the types of support and advice that team members are likely to need 3.6 outline how to listen to and provide feedback to the team			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Monitor Change and Improvement for Achieving Excellence in Food Operations

Unit reference number: D/602/5629

QCF level: 3

Credit value: 3

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who monitor change and improvement for achieving excellence in a food business.

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

Assessment requirements

This unit is designed to assess the skills of learners in the workplace monitoring change and improvement for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in 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 monitoring change and improvement	1.1 identify how monitoring activity supports the overall achieving excellence strategy 1.2 produce specific achieving excellence monitoring plans 1.3 discuss and confirm the monitoring needs to support change and improvement with relevant people 1.4 adjust the final monitoring plans and arrangements where necessary 1.5 confirm final plans for monitoring with relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor change and improvement	2.1 brief team members or colleagues on the monitoring plans, detailing their complementary roles and responsibilities 2.2 implement the plan for monitoring change and improvement 2.3 select and apply a range of management techniques to monitor progress 2.4 communicate progress to the relevant people, key stakeholders and change team members on a regular basis 2.5 identify any required changes to monitoring plans in light of progress and secure agreement from relevant people 2.6 achieve plan for monitoring objectives 2.7 confirm satisfactory completion of monitoring with relevant people and stakeholders			
3 Obtain and provide feedback on monitoring change and improvement	3.1 evaluate the success of monitoring change and improvement 3.2 identify the lessons learned 3.3 acknowledge the contributions of team members and colleagues 3.4 seek feedback on the value of own contribution 3.5 check current status of the impact of the change and improvement 3.6 feedback on own contribution to relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Understand How to Monitor Change and Improvement for Achieving Excellence in Food Operations

Unit reference number: Y/602/5631

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to monitor change and improvement for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring change and improvement 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	Know how to prepare for monitoring change and improvement	1.1 outline the purpose and objectives of the achieving excellence strategy 1.2 explain the improvement processes that are being used to support achieving excellence in own organisation 1.3 justify the role of monitoring for achieving excellence 1.4 explain how to produce plans for monitoring, to support the achieving excellence strategy			
2	Know how to monitor change and improvement	2.1 define the starting point measures and outcomes at commencement of monitoring 2.2 outline the main methods for monitoring change and improvement against the standards or level of expected performance 2.3 summarise the key measures and outcomes of improvement processes 2.4 describe how to log and record information during the monitoring process 2.5 identify the documentation that is required to support monitoring activity 2.6 explain how to evaluate the success of monitoring 2.7 explain the importance of reviewing monitoring arrangements to ensure they remain fit for purpose			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to obtain and provide feedback on monitoring change and improvement	3.1 outline how to communicate progress and outcomes of monitoring to teams, team members and colleagues 3.2 describe how to brief colleagues about monitoring plans and arrangements 3.3 explain how to give and receive feedback about the monitoring process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Review and Evaluate Organisational Change for Achieving Excellence in Food Operations

Unit reference number: D/602/5632

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who review and evaluate organisational change for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace reviewing and evaluating organisational change for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in 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 review and evaluation of organisational change	1.1 assess how the needs for review and evaluation fit with the overall achieving excellence strategy 1.2 produce specific achieving excellence plans for review and evaluation 1.3 discuss and confirm the objectives, scope and available resources with relevant colleagues and stakeholders 1.4 make any final amends to plans where necessary 1.5 confirm any changes to the plans with relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Review and evaluate organisational change	2.1 brief team members on the plans for review and evaluation, detailing their complementary roles and responsibilities 2.2 set processes and resources in place to review and evaluate change 2.3 implement review and evaluation, selecting and applying a range of tools and techniques 2.4 encourage input from colleagues and take account of their feedback in evaluation 2.5 use evidence to make accurate judgements about the outcomes of organisational change 2.6 communicate progress to relevant people, any stakeholders and team members on a regular basis 2.7 obtain agreement from relevant people for identifying any changes required in light of progress 2.8 confirm completion of the review and evaluation with relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Report the outcomes of review and evaluation	3.1 gather evidence to review and evaluate organisational change 3.2 provide feedback on own contribution to organisational change management to the relevant people 3.3 evaluate the success of the review and evaluation identifying what lessons can be learned 3.4 acknowledge the contributions of team members and other colleagues to the review and evaluation 3.5 report evaluation findings to show how they have contributed to the achievement of the organisation's achieving excellence strategy			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Understand How to Review and Evaluate Organisational Change for Achieving Excellence in Food

Unit reference number: H/602/5633

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who need to understand how to review and evaluate organisational change for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when reviewing and evaluating organisational change 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 Know how to prepare for review and evaluation of organisational change	1.1 outline the strategy and objectives for achieving excellence 1.2 compare the strengths and weaknesses of the main models and methods for reviewing and evaluating change 1.3 explain how to assess the risks and benefits associated with implementation of organisational change 1.4 outline the plans and timelines for change, agreed in line with the strategy 1.5 describe the range of information sources available to support achieving excellence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to review and evaluate organisational change	2.1 outline ways to minimise the impact of review and evaluation on operational activity 2.2 explain how to make critical decisions 2.3 summarise how stakeholder and line management expectations influence the process 2.4 explain how to adapt, review and evaluate arrangements so that they are fit for purpose 2.5 outline business and operational critical activities and interdependencies 2.6 describe how to log and record review and evaluation activities 2.7 explain how to evaluate the success of the review and evaluation activities			
3 Know how to report on the outcomes of review and evaluation and receive feedback	3.1 differentiate between formal and informal channels of communication 3.2 explain how to report and present review and evaluation findings 3.3 explain how to give and receive feedback about the change-management process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to identifying improvement opportunities	1.1 review organisational performance data to determine the potential for improvement 1.2 discuss improvement targets with colleagues 1.3 identify potential organisational benefits that can be achieved through improvement activities 1.4 suggest potential opportunities for improvement 1.5 identify potential barriers to implementing improvement programmes			
2 Contribute to strategy development	2.1 respond to requests for information, advice and comments on the emerging vision and strategy 2.2 suggest mechanisms to overcome barriers to the strategy and its implementation 2.3 assist in planning arrangements for the strategy consultation process and promotion of the vision 2.4 identify the monitoring and review arrangements required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Support the consultation of the strategy	3.1 inform others about the importance of change and improvement 3.2 provide guidance to colleagues on the benefits of an achieving excellence strategy 3.3 provide feedback about own and colleagues, concerns and comments about content of the strategy 3.4 promote the achieving excellence vision and objectives			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Understand How to Contribute to the Development of an Achieving Excellence Strategy in Food Operations

Unit reference number: M/602/5635

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to contribute to the development of an achieving excellence strategy in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the development 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
<p>1 Know how to contribute to identifying improvement opportunities</p>	<p>1.1 outline the purpose and objectives of an achieving excellence strategy</p> <p>1.2 explain the current state of organisational progress within developing or implementing an achieving excellence strategy</p> <p>1.3 state who is responsible for leading, managing and implementing achieving excellence in the organisation</p> <p>1.4 summarise the process and arrangements for involvement in strategy building within own organisation</p> <p>1.5 define the risks and benefits associated with implementation of organisational change and improvement</p> <p>1.6 describe the types of improvement opportunities that exist within own organisation</p> <p>1.7 outline stakeholder and line management expectations and how they influence the process</p> <p>1.8 explain how the actions of others within the supply chain can influence improvement opportunities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to strategy development	2.1 summarise the range of information sources available to support achieving excellence 2.2 describe the importance of targets for improvement, including the use of benchmarking 2.3 describe how to assess barriers to change and improvement 2.4 explain how to make observations about improvements and opportunities for improvement			
3 Know how to communicate the consultation of the strategy	3.1 outline the arrangements in place for effective strategy consultation within own organisation 3.2 describe how to provide information and comment in a supportive and positive way 3.3 explain how to promote and inform others about the importance of the vision and strategy 3.4 differentiate between formal and informal channels of communication 3.5 explain how to give and receive feedback about the change-management process in the organisation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Identify Learning and Skills Needs for Achieving Excellence in Food Operations

Unit reference number: T/602/5023

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who identify learning and skills needs for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace who identify learning and skills needs for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence.

Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

Assessment methodology

This unit is assessed in 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 Review the current training needs	1.1 explain how learning and development contributes to achieving excellence 1.2 collect information on the existing skills levels across own organisation, including individual skills 1.3 determine the resources available to carry out learning and development 1.4 evaluate how the future identified training needs may impact on organisation's ability to achieve its achieving excellence objectives			
2 Identify and develop training needs key to achieving excellence	2.1 analyse the training needs, including individual assessments of learning needs and styles 2.2 provide information about training 2.3 identify learning opportunities inside and outside own organisation 2.4 identify how current skills could be shared between individuals and across the organisation 2.5 encourage individuals within the organisation to engage with the training needs identification process 2.6 provide individual assessments for the workforce, helping to choose training and individual learning and development programmes 2.7 determine the outcomes specific learning and development programmes need to achieve			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Understand How to Identify Learning and Skills Needs for Achieving Excellence in Food Operations

Unit reference number: A/602/5024

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who need to understand how to identify learning and skills needs for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when identifying learning and skills needs 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 Know how to review the current training needs	1.1 outline the organisation's achieving excellence vision, strategy and objectives 1.2 explain the importance of learning and skills in delivering achieving excellence objectives 1.3 explain how to identify and respond to factors within an organisation that drive learning needs and which learning programmes individuals choose 1.4 summarise why equality, diversity, equity and access are important influences in the identification and planning of learning and development 1.5 explain the importance of the individual's needs, including: <ul style="list-style-type: none"> – initial assessment – learning styles – learner needs – the language used in information 1.6 explain why it is important to promote learning programmes to individuals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to identify and develop training needs that are key to achieving excellence	2.1 outline how to use interviewing, questioning and review techniques to gather the information needed to identify training needs 2.2 explain how to identify individual learning needs and styles using initial assessment 2.3 explain the responses and objections to training and development that could arise and how to deal with these 2.4 outline the importance of having quality control and quality assurance systems in place when delivering learning and development 2.5 explain the importance of giving feedback to individuals, the workforce and other relevant people on the performance of training programmes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Provide Coaching and Mentoring for Achieving Excellence in Food Operations

Unit reference number: F/602/5025

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who provide coaching and mentoring for achieving excellence in a food business.

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

Assessment requirements

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

Assessment methodology

This unit is assessed in 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 coaching and mentoring process	1.1 select a coaching style that meets the needs of own organisation, taking into account the manner and speed appropriate to learners 1.2 identify resources and facilities needed to perform role as a mentor 1.3 identify possible additional mentors 1.4 source information and support to help in role as a mentor 1.5 agree how to keep to the policy for mentoring with relevant people 1.6 organise when, where and how often mentoring sessions should take place 1.7 provide information in the form of documents and activities to help learners in the mentoring process 1.8 identify possible barriers to learning 1.9 monitor changes to mentoring policies and procedures			
2 Set up the mentoring and coaching process	2.1 behave in a positive manner towards the learner 2.2 discuss the roles, expectations and boundaries of the mentoring process, including how progress and problems will be reviewed 2.3 agree the aims of the mentoring process 2.4 determine agreed learning objectives			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Provide coaching and mentoring	3.1 help the learner to build confidence, take increasing responsibility and to look at issues in an informed and unbiased way 3.2 enable learners to practice skills and apply knowledge, identifying different learning opportunities 3.3 give learners honest and constructive feedback on the learning experience 3.4 discuss with the learner how and when the mentoring process should come to an end 3.5 identify further training and development needs once mentoring has come to an end			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Understand How to Provide Coaching and Mentoring for Achieving Excellence in Food Operations

Unit reference number: J/602/5026

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who need to understand how to provide coaching and mentoring for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when providing coaching and mentoring 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 Know how to develop a coaching and mentoring process	1.1 outline own organisation's achieving excellence vision, strategy and objectives 1.2 explain the importance of learning and skills in delivering achieving excellence objectives 1.3 summarise own organisation's policy on providing coaching and mentoring 1.4 describe how to identify mentoring activities that can support own organisation's training programme 1.5 explain the importance of using good practice in own mentoring role to support achieving excellence, including: <ul style="list-style-type: none"> – health, safety – environmental protection legislation 1.6 outline the importance of involving other people in the workplace in the mentoring programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to set up a coaching and mentoring process	2.1 explain why it is important to know the expectations of own role, the mentoring scheme and own organisation 2.2 describe how to monitor the effectiveness of the mentoring process 2.3 summarise how to identify and secure resources and facilities needed for the mentoring process 2.4 explain the importance of keeping information confidential 2.5 describe how organisational change and other barriers to learning affect coaching and mentoring learners and the importance of this			
3 Know how to provide coaching and mentoring	3.1 explain the importance of appreciating different learner's needs and styles of learning 3.2 describe how to establish a relationship with the learner and provide support including time, materials and activities 3.3 compare ways of motivating learners and keeping their enthusiasm and commitment 3.4 outline how to check learners' understanding and progress			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Provide Training for Achieving Excellence in Food Operations

Unit reference number: L/602/5027

QCF level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who provide training for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 and design training to support achieving excellence	1.1 identify the training outcomes, practical requirements and resources needed to implement training programmes to support achieving excellence 1.2 develop training programmes that support identified training needs			
2	Deliver training to support achieving excellence	2.1 organise training solutions to meet business needs 2.2 deliver effective and timely training to agreed outcomes 2.3 establish an effective and conducive climate to aid learning 2.4 deal with learners that experience difficulties during the training session 2.5 respond to feedback from learners during the training session			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on training	3.1 evaluate the success of the training 3.2 assess the impact training has had on the organisation achieving excellence 3.3 identify what training is outstanding in order to achieve excellence 3.4 seek feedback from colleagues and learners on the value of the training, including the content and delivery methods 3.5 provide feedback to others on the success of the training			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Understand How to Provide Training for Achieving Excellence in Food Operations

Unit reference number: R/602/5028

QCF level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who need to understand how to provide training for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when providing training 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 Know how to prepare and design training to support achieving excellence	1.1 outline how to maintain collaboration with stakeholders to agree a training plan which supports achieving excellence 1.2 explain how to identify the costs and benefits of options which meet identified training needs 1.3 outline the impact of organisational culture and learner characteristics on training design 1.4 describe how to use formal and informal teaching methods and materials to meet organisational needs			
2 Know how to deliver training to support achieving excellence	2.1 describe how to establish a climate that is conducive to learning 2.2 explain how to ensure training is fair, accessible and delivered in a timely way 2.3 outline how to plan training events that respond to the organisation's achieving excellence needs 2.4 explain how to identify and deal with difficulties experienced by learners in different types of training 2.5 summarise evaluation models, approaches and methods, and their application to different types of training events 2.6 explain how to collaborate to monitor, evaluate and improve training events			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Assess Teams and Individuals in the Achievement of Excellence in Food Operations

Unit reference number: Y/602/5029

QCF level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who assess teams and individuals in the achievement of excellence in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 procedures to assess the competence of learner	1.1 agree an assessment plan with learner that underpins the organisation's drive to achieve excellence 1.2 check the learners understand the assessment process 1.3 protect confidentiality and agree arrangements to deal with sensitive issues 1.4 agree how to handle any difficulties and disputes 1.5 review and update assessment plans			
2 Judge evidence against criteria to make assessment decisions	2.1 use agreed assessment methods to assess the learner's competence 2.2 ensure the evidence comes from the candidate's own work 2.3 collect evidence from other people involved in the assessment process 2.4 collect the evidence relating to learners' performance and knowledge from as many places as possible 2.5 record the outcomes of assessment using the agreed recording system 2.6 refer disagreements on assessment or performance to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Provide feedback and support to learner on assessment decisions	3.1 deliver feedback at an appropriate time and place and in a constructive and encouraging way 3.2 give learners advice on how to improve their skills, knowledge and evidence when they cannot prove their competence			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Understand How to Assess Teams and Individuals in the Achievement of Excellence in Food Operations

Unit reference number: L/602/5030

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who need to understand how to assess teams and individuals in the achievement of excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assessing teams and individuals in the achievement of 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
<p>1 Know how to develop procedures to assess the competence of learners</p>	<p>1.1 outline own organisation's achieving excellence strategy and objectives</p> <p>1.2 explain why assessment is important in delivering the achieving excellence objectives</p> <p>1.3 outline how to measure existing levels of competence</p> <p>1.4 explain the importance of completing assessments of learners' performance and knowledge related to the achieving excellence objectives</p> <p>1.5 describe how to involve learners in planning assessments</p>			
<p>2 Know how to judge evidence against criteria to make assessment decisions</p>	<p>2.1 describe how to assess performance against specific parts of a standard or learning outcome</p> <p>2.2 outline the importance of checking that the evidence is the learners' own work</p> <p>2.3 explain how to use language which is appropriate to the competence of learners and does not discriminate against them</p> <p>2.4 identify ways of meeting the assessment needs of different learners</p> <p>2.5 describe the importance of maintaining own competence in contributing to the achieving excellence objectives</p> <p>2.6 summarise how to update own knowledge on current assessment best practice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to provide feedback and support to learners on assessment decisions	3.1 outline how to give constructive feedback on competence 3.2 describe what learners need to do to be fully competent 3.3 explain the importance of encouraging learners to ask questions and seek advice			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Manage Workplace Organisation for Achieving Excellence in Food Operations

Unit reference number: R/602/5031

QCF level: 3

Credit value: 3

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who manage workplace organisation for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 Identify and co-ordinate workplace organisation in the areas of own responsibility	1.1 identify opportunities for workplace organisation improvements aligned to achieving excellence 1.2 consult with team or colleagues about improvements to workplace organisation 1.3 access regulation and procedural information to ensure compliance can be maintained 1.4 co-ordinate and apply the process of workplace organisation within own area of responsibility and establish the area score			
2 Implement improvement to workplace organisation	2.1 identify and confirm where information or resources do not comply with requirements and agree what improvement can be made 2.2 produce changes to standard operating procedures and visual controls 2.3 make improvements to workplace organisation and establish a new improved area score, to support achieving excellence 2.4 refer any issues outside the limit of own authority to the relevant person			
3 Obtain and provide feedback on workplace organisation	3.1 seek feedback on the value of own improvements to workplace organisation 3.2 check current compliance levels and targets 3.3 provide feedback on own contribution to workplace organisation to the relevant person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Understand How to Manage Workplace Organisation for Achieving Excellence in Food Operations

Unit reference number: Y/602/5032

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who need to understand how to manage workplace organisation for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing workplace organisation 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 Know how to identify and co-ordinate workplace organisation in areas of own responsibility	1.1 outline the requirements of specific health and safety regulations and own organisational procedures for own management role 1.2 outline the requirements of specific food safety regulations and own organisational procedures for own management role 1.3 summarise the main factors to be considered when selecting an area for a workplace organisation improvement activity 1.4 describe the procedures that are used to identify non-compliant information or resources			
2 Know how to implement improvement to workplace organisation	2.1 explain how to evaluate and prioritise improvements considered for the workplace 2.2 describe how to organise and label resources for rapid identification 2.3 summarise how to collate information to develop or update SOPs or other procedures 2.4 outline how to score and audit the organisation of the workplace 2.5 outline techniques that can be used to communicate information using visual methods 2.6 describe methods for formulating recommendations and implementing change			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to obtain and provide feedback on workplace organisation	3.1 Explain how to give and receive feedback about own SOP development and organisation of the workplace 3.2 Clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Manage Compliance to Support Achieving Excellence in Food Operations

Unit reference number: D/602/5033

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

Assessment requirements

This unit is designed to assess the skills of learners in the workplace who manage 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. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

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 Manage compliance with regulations in the areas of own responsibility	1.1 identify and access information on the relevant regulations which apply to own work area 1.2 wear relevant protective personal and protective clothing and equipment 1.3 apply and promote safe working practices 1.4 recognise and advise on control hazards 1.5 receive reports and act on potential risks and hazards 1.6 provide learning and guidance where individuals need support to meet compliance standards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Implement improvement to workplace organisation	2.1 identify opportunities for improving compliance standards to meet organisational needs 2.2 identify opportunities to improve compliance to the requirements of the food safety management system 2.3 evaluate relevant information, data and resources to support potential improvements 2.4 make valid changes for improving operational compliance within own authority 2.5 use relevant measures of plant effectiveness and improvement to inform recommendations 2.6 refer any issues outside the limit of own authority to the relevant person 2.7 check and confirm that own recommendations meet all workplace requirements			
3 Obtain and provide feedback on compliance	3.1 seek feedback on the value of own contribution to compliance 3.2 check current compliance levels and targets 3.3 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 34: Understand How to Manage Compliance to Support Achieving Excellence in Food Operations

Unit reference number: H/602/5034

QCF level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who need to understand how to manage compliance to support achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when managing 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
<p>1 Know how to manage compliance in own areas of responsibility</p>	<p>1.1 outline the requirements of specific regulations that apply in own working area, to include:</p> <ul style="list-style-type: none"> – health and safety – food safety – other organisational procedures <p>1.2 explain the requirements of the regulations for own management role, including:</p> <ul style="list-style-type: none"> – health and safety – food safety – organisational procedures <p>1.3 outline how to locate regulatory information and workplace procedures</p> <p>1.4 describe how to identify a workplace hazard, dangerous occurrence and hazardous malfunction</p> <p>1.5 explain how to manage processes or procedures that are customer-focused compliance requirements to meet internal or external standards</p> <p>1.6 summarise own responsibilities for:</p> <ul style="list-style-type: none"> – first-aid arrangements and procedures – emergency fire and evacuation procedures – safe lifting and handling procedures <p>1.7 outline own management responsibilities for identifying, controlling and reducing risk and hazard by monitoring, inspecting, assessing and reporting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement improvements to workplace organisation	2.1 describe methods for formulating recommendations and implementing change 2.2 explain how to contribute to the improvement of food safety procedures 2.3 summarise how to present recommendations and implement change for compliance			
3 Know how to obtain and provide feedback on compliance	3.1 describe how to give and receive feedback on own contributions to SOP development 3.2 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Monitor and Control Throughput to Achieve Targets in Food Operations

Unit reference number: F/602/4697

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who monitor and control throughput to achieve targets in a food business.

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

Assessment requirements

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

Assessment methodology

This unit is assessed in 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 Monitor and control throughput to achieve targets	1.1 organise work to meet predetermined schedules, targets and make effective use of resources 1.2 record the volume of throughput in line with operational requirements 1.3 record production run output targets within the agreed operational parameters 1.4 investigate output targets within the operational parameters			
2 Take action to resolve problems affecting volume of throughput	2.1 identify problems affecting the volume of throughput 2.2 take corrective action to rectify and minimise the effects of the problems 2.3 report problems, which exceed the limits of own authority, to the relevant people 2.4 resolve problems that fall within own limits of responsibility			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Understand How to Monitor and Control Throughput to Achieve Targets in Food Operations

Unit reference number: J/602/4698

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to monitor quality of work activities, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to 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 understanding how to monitor quality of work activities 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 Know about the best advice and guidance surrounding monitoring quality	1.1 describe the importance of conforming to statutory regulation 1.2 evaluate current practices for compliance with standard operating procedures 1.3 explain the importance of organising work to meet pre-determined schedules			
2 Know about monitoring procedures for quality of work	2.1 list the procedures for monitoring quality of work 2.2 evaluate the lines of reporting 2.3 state where to obtain advice and support to monitor quality 2.4 explain why it is important to make recommendations for continuous improvement			
3 Know about monitoring procedures for throughput	3.1 explain the importance of monitoring throughput 3.2 describe types of monitoring systems and how they are used to monitor throughput 3.3 describe actions that can be taken to minimise problems affecting throughput 3.4 describe how to identify and solve problems which affect throughput 3.5 explain why monitoring and control systems are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to record quality of work issues	4.1 explain why it is important to keep accurate and complete records 4.2 describe how to record problems 4.3 describe why corrective action plans are important			
5 Know about solving problems affecting throughput	5.1 describe how to identify and solve problems which affect throughput 5.2 evaluate how operational parameters affect the achievement of output targets 5.3 summarise the consequences of ineffective monitoring, control systems and processes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Carry Out Quality Audits in Food Operations

Unit reference number: L/602/4699

QCF level: 3

Credit value: 3

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who carry out quality audits in a food business.

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

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, carrying out quality audits 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. 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 quality audits	1.1 give auditees the required notice period of the intention to audit 1.2 confirm responsibilities and procedures which apply to the work of an auditor			
2 Audit compliance against quality systems	2.1 carry out quality audits according to an agreed plan and schedule 2.2 agree corrective action and the date by which it should be carried out with auditees 2.3 complete records in accordance with agreed procedures 2.4 make appropriate recommendations for improvements to procedures to relevant people			
3 Complete post quality audit actions	3.1 make quality audit reports to authorised people in accordance with procedures 3.2 report discrepancies which hold serious or immediate risks for the business or organisation to relevant people 3.3 check with auditees that corrective action has been carried out by the agreed dates 3.4 report any persistent problems in achieving compliance with quality systems to relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Understand How to Carry Out Quality Audits in Food Operations

Unit reference number: T/602/4700

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to carry out quality audits, in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to 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 carrying out quality audits 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 Know about quality auditing best practice	1.1 describe the principles of quality auditing 1.2 describe current trends and development in auditing, listing examples of good industry practice 1.3 outline the impact of relevant legal, regulatory and ethical requirements impacting on auditing systems 1.4 outline the importance of conduct in auditing 1.5 describe the importance of an organisation's quality policies and procedures in auditing 1.6 describe how to evaluate actual practice against procedures in order to identify discrepancies 1.7 explain the organisation's plan and schedule for carrying out quality audits			
2 Know how to communicate audit results and recommendations	2.1 describe how to apply the principles and processes of effective communication 2.2 explain how to make recommendations for improvements 2.3 list people who need to receive reports, presentations and recommendations 2.4 explain organisational procedures and timing for communication and reporting 2.5 list people who can provide advice on quality auditing issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to interpret and action an auditor's report	3.1 list the records of the quality audit that are required 3.2 list the people who are authorised to see quality audit reports 3.3 describe how to conduct an audit investigation 3.4 describe how to identify appropriate corrective action and agree a reasonable date for it to be carried out 3.5 explain how to evaluate the risks which audit discrepancies may hold for an organisation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Control Energy Efficiency in Food Operations

Unit reference number: A/602/4701

QCF level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who control energy efficiency in food operations.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 Maintain measures that support sustainable energy usage	1.1 obtain and interpret the organisation's sustainability targets for own area of responsibility 1.2 ensure production processes and working practices comply with: <ul style="list-style-type: none"> – organisational targets – quality specifications – legal requirements 1.3 ensure production processes and working practices make efficient use of resources 1.4 monitor the working practices and evaluate energy usage and efficiency			
2 Promote measures that support sustainable energy usage	2.1 inform others of their responsibilities in relation to organisational targets to promote energy efficiency 2.2 support others in avoiding energy wastage 2.3 encourage others to overcome barriers, improve working practices and energy efficiency 2.4 provide training to improve energy efficiency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Promote the development of sustainable energy usage	3.1 identify and make opportunities to encourage others to adopt more energy-efficient working practices 3.2 develop and communicate to others recommendations for efficiency improvements 3.3 present recommendations that support the further development of sustainable practice: <ul style="list-style-type: none"> – at an appropriate time – with the right level of detail 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40: Control Waste Minimisation in Food Operations

Unit reference number: F/602/4702

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who control waste minimisation in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, who control waste minimisation 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. 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 Maintain measures that support waste minimisation	1.1 obtain and interpret organisational sustainability targets for own area of responsibility 1.2 ensure production processes and working practices comply with: <ul style="list-style-type: none"> – organisational targets – quality specifications – legal requirements 1.3 ensure production processes and working practices make efficient use of resources and avoid waste 1.4 monitor the working practices and evaluate waste levels within own area of responsibility			
2 Promote measures that support waste minimisation	2.1 inform others of their responsibilities in relation to organisational targets that promote waste minimisation 2.2 support others to avoid and minimise waste 2.3 encourage others to overcome barriers, improve working practices and reduce waste 2.4 provide training to minimise waste in own area of responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Promote the development of sustainability through waste minimisation	3.1 identify and make opportunities to encourage others to adopt more sustainable working practices 3.2 develop and communicate to others recommendations for waste reduction 3.3 present recommendations that support the further development of sustainable practice: <ul style="list-style-type: none"> – at an appropriate time – with the right level of detail 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: Understand How to Control Waste Minimisation in a Food Operations

Unit reference number: J/602/4703

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce development for those who minimise waste, in a food environment.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when minimising waste. 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
<p>1 Know what the requirements are for minimising waste in a food environment</p>	<p>1.1 describe the impact of waste on the environment</p> <p>1.2 explain how waste minimisation supports sustainable food manufacture</p> <p>1.3 explain how legislation impacts on the management and disposal of waste</p> <p>1.4 describe the sources of advice and guidance regarding waste reduction</p> <p>1.5 explain why segregation is important in the management of waste</p>			
<p>2 Know how to minimise waste produced by the organisation</p>	<p>2.1 describe the organisation's targets for:</p> <ul style="list-style-type: none"> – waste reduction – re-use – recycling <p>2.2 explain how product and process design can have an impact on the generation of waste</p> <p>2.3 describe the different types of waste generated within own area of responsibility</p> <p>2.4 describe the opportunities available for reducing waste within own area of responsibility</p> <p>2.5 describe the factors that limit recycling and re-use within own area of responsibility</p> <p>2.6 explain how failure to meet organisational quality specifications can impact on waste targets</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to promote waste minimisation by the organisation	3.1 describe the potential benefits of waste minimisation to the organisation 3.2 explain how others can impact on the generation of waste 3.3 explain how staff training and development at work can help minimise waste			
4 Know how to maintain waste minimisation within the organisation	4.1 explain how the management and organisation of work can help minimise waste 4.2 describe how to monitor waste within own area of responsibility 4.3 describe the barriers that can limit the impact on the management of waste and how these barriers can be overcome 4.4 explain how to assess the effectiveness of waste management systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: Control Water Usage in food Operations

Unit reference number: L/602/4704

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who control water usage in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when controlling water usage 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. 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 Maintain measures that support sustainable water usage	1.1 obtain and interpret organisational sustainability targets for own area of responsibility 1.2 ensure production processes and working practices comply with: <ul style="list-style-type: none"> – organisational targets – quality specifications – legal requirements 1.3 ensure production processes and working practices make efficient use of resources in own area of responsibility 1.4 monitor the working practices and evaluate water usage and efficiency in own area of responsibility			
2 Promote measures that support sustainable water usage	2.1 inform others of their responsibilities in relation to organisational targets that promote efficient water usage 2.2 support others to avoid wasting water 2.3 encourage others to overcome barriers and improve working practices and water efficiency 2.4 provide training to improve water efficiency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Promote the development of sustainable water usage	3.1 identify and make opportunities to encourage others to adopt more water-efficient working practices 3.2 develop and communicate to others recommendations for efficiency improvements 3.3 present recommendations that support the further development of sustainable practice: <ul style="list-style-type: none"> – at an appropriate time – with the right level of detail 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Understand How to Control Water Usage in Food Operations

Unit reference number: R/602/4705

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who control water usage in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling water 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 Know what the requirements are for controlling water usage in food operations	1.1 explain how legislation impacts on the organisation's water usage and disposal 1.2 describe the impact of water usage on the environment 1.3 explain how the management of water supports sustainable food manufacture			
2 Know how to control the use of water within the organisation	2.1 explain how, within the organisation, water is: <ul style="list-style-type: none"> – obtained – treated – used – recycled – re-used – discharged 2.2 describe the organisation's water quality standards 2.3 describe the organisation's targets for water usage 2.4 explain how water usage is controlled and minimised within own area of responsibility 2.5 explain how failure to meet the organisation's quality specifications can impact on water usage			
3 Know how to promote the efficient use of water within the organisation	3.1 explain how others can impact on water usage 3.2 explain how staff training and development can help to maintain the efficient use of water			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain efficient water usage measures within the organisation	4.1 explain how the management and organisation of work can help minimise water usage 4.2 explain how and why water usage is monitored and controlled within own area of responsibility 4.3 describe how to identify potential sources of water pollution within own area of responsibility 4.4 describe the barriers that can limit the impact of water management and how these barriers can be overcome			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: Control Transport Efficiency in Food Operations

Unit reference number: Y/602/4706

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who control transport efficiency in food operations.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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
<p>1 Maintain measures that support sustainable transport usage</p>	<p>1.1 obtain and interpret organisational sustainability targets for own area of responsibility</p> <p>1.2 ensure working practices comply with:</p> <ul style="list-style-type: none"> – organisational targets – quality specifications – legal requirements <p>1.3 ensure transportation makes efficient use of resources</p> <p>1.4 monitor the working practices and evaluate energy usage and efficiency</p>			
<p>2 Promote measures that support sustainable transport usage</p>	<p>2.1 inform others of their responsibilities in relation to organisational targets that promote transport efficiency</p> <p>2.2 support others to avoid waste</p> <p>2.3 encourage others to overcome barriers and improve working practices and transport efficiency</p> <p>2.4 provide training to encourage transport efficiency</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Promote the development of sustainable transport	3.1 identify and make opportunities to encourage others to adopt more efficient working practices 3.2 develop and communicate to others recommendations for efficiency improvements 3.3 present recommendations that support the further development of sustainable practice: <ul style="list-style-type: none"> – at an appropriate time – with the right level of detail 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 45: Understand How to Control Transport Efficiency in Food Operations

Unit reference number: D/602/4707

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who control transport efficiency in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling transport 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
<p>1 Know what the requirements are for controlling transport efficiency in food operations</p>	<p>1.1 explain how legislation impacts on organisational transport usage</p> <p>1.2 describe the impact of transport on carbon emissions</p> <p>1.3 explain how transport efficiency supports sustainable food manufacture</p> <p>1.4 describe the sources of advice and guidance regarding transport efficiency</p> <p>1.5 describe the environmental, economic and social cost of food miles</p> <p>1.6 explain how food miles are determined</p>			
<p>2 Know how to control transport efficiency within the organisation</p>	<p>2.1 explain how organisational transport efficiency can help reduce the organisation's carbon footprint</p> <p>2.2 describe the opportunities available to an organisation for reducing food miles</p> <p>2.3 describe the organisation's targets and standards for reducing transport usage</p> <p>2.4 describe the measures used within the organisation to reduce transport usage</p> <p>2.5 explain how failure to meet the organisation's quality specifications can impact on transport usage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to promote transport efficiency within the organisation	3.1 describe the benefits of transport efficiency to the organisation 3.2 describe how others can impact on transport usage 3.3 describe the roles and responsibilities for all those involved in improving transport efficiency 3.4 explain how staff training and development can help improve transport efficiency			
4 Know how to maintain transport efficiency within the organisation	4.1 explain how the management and organisation of transport can help minimise energy usage 4.2 explain how to monitor transport usage efficiency 4.3 describe the barriers that can limit the impact of energy reduction initiatives and how these barriers can be overcome			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 46: Analyse Current Practice for Achieving Excellence in Food Operations

Unit reference number: F/602/4621

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who analyse current practice for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when analysing current practice 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. 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 analysis	1.1 confirm and agree the defined scope of analysis 1.2 identify improvement technique(s) to be used to support analysis 1.3 obtain information, documentation and resources required to support the selected improvement technique(s)			
2 Undertake analysis to identify improvement opportunities	2.1 apply selected improvement technique(s) to collect performance data on work activities, including: <ul style="list-style-type: none"> – value added activities – non-value added activities 2.2 analyse and evaluate performance data using selected improvement technique(s) to identify waste and determine improvement opportunities			
3 Report improvement opportunities	3.1 present findings of analysis 3.2 specify improvement opportunities and targets 3.3 report on improvement activities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 47: Understand How to Analyse Current Practice for Achieving Excellence in Food Operations

Unit reference number: J/602/4622

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to know how to analyse current practice to support achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

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 Know how to prepare for analysis	1.1 outline own organisation's vision, strategy and objectives for achieving excellence and the reasons for the implementation of improvement programmes 1.2 explain why it is important to proactively analyse; <ul style="list-style-type: none"> – current practice – the improvement programme in achieving excellence 1.3 detail the role of analytical techniques in; <ul style="list-style-type: none"> – determining improvement – opportunities setting process and business targets 1.4 summarise the main features and benefits of the techniques used in analysis 1.5 explain how to use improvement techniques to collect and analyse performance data 1.6 describe how to obtain the information, documentation and resources that are needed to support the analysis of work activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to undertake analysis to identify improvement opportunities	2.1 explain how to interpret and evaluate data and use basic statistical analysis 2.2 outline the use of statistical analysis, terms, abbreviations and symbols, for studying performance data 2.3 describe how to use graphs in data analysis 2.4 explain how to use data to identify improvement opportunities and targets 2.5 summarise how to motivate staff to maintain participation in improvement activities			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 48: Carry Out a Value Stream Mapping (VSM) Programme in Food Operations

Unit reference number: L/602/4623

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who carry out a Value Stream Mapping (VSM) programme in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when carrying out a Value Stream Mapping (VSM) programme 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. 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 Agree objectives for the value stream mapping programme	1.1 select parts or materials on which to carry out the activity 1.2 agree objectives with the relevant people 1.3 present own plans for implementing improvement to the relevant people 1.4 agree an improvement plan with the relevant people			
2 Initiate a value stream mapping programme	2.1 initiate the value stream mapping programme in a planned and controlled manner 2.2 co-ordinate the activities which are necessary to implement the improvement programme 2.3 maintain effective communication with those affected by the improvement programme 2.4 create an accurate first state map for selected parts or materials			
3 Implement a value stream mapping programme	3.1 identify where improvement opportunities can be made 3.2 evaluate and select improvement opportunities 3.3 specify improvements within revised state map 3.4 provide sufficient information to enable an agreed improvement to be incorporated as standard operating procedures 3.5 communicate improvement opportunities to others			

Learner name: _____

Date: _____

Learner signature: _____

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(if sampled)

Unit 49: Understand How to Carry Out Value Stream Mapping (VSM) in Food Operations

Unit reference number: R/602/4624

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who need to know how to carry out Value Stream Mapping (VSM) to support achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out Value Stream Mapping (VSM) 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 Know how to initiate a value stream mapping programme	1.1 outline the health and safety requirements of the area in which the value stream mapping is being carried out 1.2 explain why value stream mapping is necessary and its benefits to own organisation 1.3 describe the part or material which is undergoing value stream mapping 1.4 summarise the people and resources required for the value stream mapping activity 1.5 outline how to evaluate improvement ideas and select improvement opportunities 1.6 explain what constitutes value adding and non-value adding activities 1.7 explain how process capacity can be increased using value stream mapping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement a value stream mapping programme	2.1 summarise the value stream mapping process 2.2 outline how to plan, structure and run a value stream mapping event 2.3 explain what a state map is and how it can be used to identify improvements 2.4 assess how improvements to the process can be achieved 2.5 describe how to incorporate improvements into standard operating procedures 2.6 explain how to identify problems and opportunities for solving them 2.7 detail how to construct system lead time and actual lead time and calculate takt time			
3 Know how to communicate about value stream mapping and improvement opportunities	3.1 describe how to visually communicate improvement opportunities 3.2 explain how to revise state maps to communicate improvements 3.3 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

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(if sampled)

Unit 50: Implement Visual Management Systems in Food Operations

Unit reference number: Y/602/4625

QCF level: 3

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who need to know how to carry out Value Stream Mapping (VSM) to support achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when implementing visual management 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 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	Agree objectives for visual management systems	1.1 select a process or work area on which to carry out the visual management system 1.2 agree objectives with the relevant people 1.3 present and agree own plans for implementing a visual management system to the relevant people			
2	Initiate visual management systems	2.1 complete a review of the visual controls in a planned and controlled manner 2.2 determine the measures of performance that best support the process or work area 2.3 co-ordinate the creation of visual management systems to support improvement 2.4 maintain effective communication with those affected by the system development			
3	Implement visual management systems	3.1 apply measurement techniques so that the visual management system communicates the visual controls for the process or work area 3.2 ensure that others are able to effectively interpret and use the visual controls 3.3 monitor and maintain the effectiveness of the visual controls and their application			

Learner name: _____

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(if sampled)

Unit 51: Understand How to Apply Visual Management Systems in Food Operations

Unit reference number: D/602/4626

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to know how to apply visual management systems to support achieving excellence in a food business.

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

Assessment requirements/evidence requirements

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

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 Know how to prepare to apply visual management systems	1.1 outline the health, safety and hygiene requirements of the area in which the visual management systems are to be applied 1.2 explain why visual management systems are necessary to food and drink operations 1.3 describe the benefits of an effective visual management system to deliver achieving excellence objectives 1.4 summarise the activities where the visual management systems are to be implemented 1.5 explain how to determine measures of performance in a lean business environment 1.6 describe where to find information required to develop a visual management system			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement visual management systems	2.1 summarise the factors to be considered when selecting a visual management system 2.2 explain how to use visual management systems to create 'the visual factory' 2.3 explain how to differentiate between business performance measures and local performance measures 2.4 describe how to apply the measurement techniques required for communicating the visual management 2.5 outline how to ensure that others are able to interpret the visual management system 2.6 explain how visual management systems provide visual controls for work area/processing activity			
3 Know how to monitor visual management systems	3.1 explain how to monitor the effectiveness of visual management systems 3.2 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 52: Diagnose Problems in Food Operations

Unit reference number: A/602/4617

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who diagnose problems in food operations within a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 Identify problems	1.1 identify differences from normal operating conditions quickly 1.2 assess the impact problems 1.3 take action to ensure safety of self and colleagues			
2 Diagnose problems	2.1 check and follow legal or regulatory requirements for: <ul style="list-style-type: none"> – hygiene – health and safety – environmental standards 2.2 establish the nature, cause and the effect of the problems 2.3 investigate problems in a safe and cost-effective manner, with minimum delay or wastage			
3 Report problems	3.1 communicate problems to the relevant person 3.2 complete and process all records			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Understand How to Diagnose Problems in Food Operations

Unit reference number: F/602/4618

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who need to know how to diagnose problems in a food business.

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

Assessment requirements/evidence requirements

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

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 Know how to identify problems	1.1 outline standards of health, safety and hygiene that are required and the importance of applying them 1.2 explain the business's need for problem solving 1.3 evaluate the benefits of formalised problem solving 1.4 summarise operating procedures, standards and critical control factors in own work area 1.5 clarify limits of own authority and reporting arrangements in the event of problems that cannot be resolved			
2 Know how to diagnose problems	2.1 summarise how plant, equipment, tools, and testing equipment work and are used 2.2 explain product and process specifications and how to identify deviations from them 2.3 outline typical operating problems in own work area and their possible effect on other operations 2.4 explain how to investigate problems in a safe and cost-effective manner and the importance of doing so 2.5 explain how to define and verify the root cause of problems 2.6 outline methods that can be used to gather evidence about problems 2.7 outline how to analyse problems to determine their nature, cause and effects			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to communicate problems	3.1 explain lines and methods of effective communication and the importance of using them 3.2 summarise the documentation requirements and the importance of meeting them			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 54: Analyse and Select Areas for Achieving Excellence in Food Operations

Unit reference number: H/602/4627

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who analyse and select areas for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when analysing and selecting areas 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. 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 analysis	1.1 confirm and agree the defined scope of analysis 1.2 obtain information, documentation and resources necessary to support analysis			
2 Undertake analysis to identify improvement opportunities	2.1 analyse and evaluate data to determine improvement opportunities for resources within product range or area 2.2 present findings of analysis showing representative resources for product range or area 2.3 specify improvement opportunities and targets			
3 Select areas for achieving excellence improvement	3.1 evaluate and provisionally select improvement opportunities on a value basis 3.2 discuss provisional selections with colleagues and their potential effect on standard operating procedures 3.3 communicate and present provisional selections and recommendations to colleagues to agree final selection 3.4 confirm final selection for achieving excellence improvement			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 55: Understand How to Analyse and Select Areas for Achieving Excellence in Food Operations

Unit reference number: R/503/5838

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who need to know how to analyse and select areas for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when analysing and selecting areas 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.

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 prepare for analysis	1.1 outline the health, safety and food hygiene requirements of the work area in which the activity is being conducted 1.2 describe how to prepare for the analysis process 1.3 summarise the information required by the analysis 1.4 outline how and from where or who the information for the analysis may be collected 1.5 explain how to identify the origin/source of the resources within the chosen area 1.6 explain how to evaluate information, in order to select the representative resources for the chosen area			
2 Know how to undertake analysis to identify improvement opportunities	2.1 outline how to use graphical data for analysis 2.2 explain how to differentiate between lead time and cycle time 2.3 describe how to configure the Bill Of Materials (BOM) structure for each of the representative areas 2.4 explain how to identify problems and opportunities for solving them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to present the results of analysis and selection of improvement opportunities	3.1 explain how to create and present data and findings graphically 3.2 propose how to communicate the information and results gained 3.3 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 56: Apply Failure Modes and Effects Analysis in Food Operations

Unit reference number: L/503/5837

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who apply Failure Modes and Effects Analysis (FMEA) in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when applying Failure Modes and Effects Analysis 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. 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 FMEA analysis	1.1 confirm and agree the defined scope of the analysis 1.2 determine the key features of failure modes and effects analysis on activity 1.3 obtain information, documentation and resources necessary to support the selected improvement technique			
2 Undertake FMEA analysis to identify improvement opportunities	2.1 apply techniques effectively to accurately implement the failure modes and effects analysis 2.2 analyse and evaluate data to determine risk priority numbers (RPN) and improvement opportunities associated with high RPNs			
3 Report on improvement opportunities	3.1 present findings of analysis 3.2 implement improvement opportunities for high RPNs 3.3 report on impact of improvement activities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 57: Understand How to Carry Out Failure Modes and Effects Analysis (FMEA) in Food Operations

Unit reference number:	H/602/4630
QCF level:	3
Credit value:	2
Guided learning hours:	11

Unit summary

This unit supports workforce development for those who understand how to carry out Failure Modes and Effects Analysis (FMEA) in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out Failure Modes and Effects Analysis (FMEA) 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 Know how to prepare for FMEA	1.1 outline the health, safety and hygiene requirements of the area in which the FMEA is being conducted 1.2 summarise the requirements of an FMEA 1.3 describe the team required to analyse, construct and update FMEA 1.4 explain how and where to use: <ul style="list-style-type: none"> – system FMEA – concept FMEA – design FMEA – process FMEA 1.5 describe how to assess when to update FMEA 1.6 clarify the extent of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to undertake FMEA to identify improvement opportunities	2.1 define the meanings of failure mode, failure effect and failure cause 2.2 describe how to assess when to start an FMEA 2.3 explain how to use rating scales in FMEA projects, to include: <ul style="list-style-type: none"> – severity rating scale – occurrence rating scale – detection rating scale 2.4 describe how to calculate and use a risk priority number (RPN) 2.5 define structured risk reduction 2.6 outline how to identify problems and opportunities for solving them			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 58: Resolve Problems in Food Operations

Unit reference number: J/602/4619

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who resolve problems in a food business.

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

Assessment requirements/evidence requirements

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

Assessment methodology

This unit is assessed in 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 what the problems are	1.1 check and follow legal or regulatory requirements for: <ul style="list-style-type: none"> – hygiene – health and safety – environmental standards 1.2 check the available information and clarify or seek further information			
2 Implement solutions	2.1 select solutions which are effective in relation to operational requirements 2.2 ensure that the corrective actions determined meet with organisational requirements 2.3 implement own chosen solution to restore operating conditions safely and effectively 2.4 monitor operations to ensure that correct operating conditions are met and maintained 2.5 communicate the results of own actions to the relevant person			
3 Report on further action to be taken	3.1 identify the need for further work and report this to the relevant person in sufficient detail for action to be taken 3.2 make suggestions to prevent the problem from happening again and ways to improve operations to managers and colleagues 3.3 complete and process all records			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 59: Understand How to Resolve Problems in Food Operations

Unit reference number: A/602/4620

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who need to know how to resolve problems in a food business.

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

Assessment requirements/evidence requirements

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

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 Know how to establish what the problems are	1.1 outline standards of health, safety and hygiene and the importance of applying them 1.2 explain how the plant and equipment works 1.3 summarise the product and process specifications, the operating procedures, and standards in the area of work 1.4 detail where further information can be sourced 1.5 explain typical operating problems that occur in own work area and their possible effect on other operations 1.6 outline how to analyse problems in a systematic way and why it is important to do so 1.7 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement solutions	2.1 outline the action to take in response to operating problems 2.2 summarise the factors to take into consideration when selecting solutions 2.3 outline how to assess the impact of solutions on other operations 2.4 explain how and when to use temporary and permanent solutions to restore operations in an effective way 2.5 explain how to monitor product integrity during and after overcoming problems and the importance of this 2.6 explain how to evaluate the effectiveness of solutions implemented			
3 Know how to report on further action to be taken	3.1 outline the lines and methods of effective communication and the importance of using them 3.2 summarise the recording and communication needs, and the importance of using them correctly			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 60: Plan and Agree Targets for Achieving Excellence in Food Operations

Unit reference number: K/602/4631

QCF level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who plan and agree targets for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when planning and agreeing targets 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. 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 area where targets need to be developed	1.1 check the requirements of the achieving excellence strategy 1.2 collate information and seek advice about the area where targets are intended 1.3 confirm current performance outcomes and achievement of any existing targets 1.4 evaluate the planning and target setting needs for the area			
2 Plan for target setting	2.1 devise plans for area targets 2.2 consult with relevant colleagues about the objectiveness of target setting, aligned with achieving excellence 2.3 present information in ways that promote understanding 2.4 complete target setting plans			
3 Agree achieving excellence targets	3.1 report and present own plans for targets 3.2 seek the agreement of relevant colleagues for targets 3.3 finalise SMART targets in response to feedback and evaluation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Obtain and provide feedback on own contribution to target setting and agreement	4.1 seek feedback on the value of own contribution to target-setting 4.2 check current progress towards the achievement of targets or performance indicators 4.3 provide feedback on own contribution to target setting to the relevant person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 61: Understand How to Plan and Agree Targets for Achieving Excellence in Food Operations

Unit reference number: J/503/5836

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to plan and agree targets for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning and agreeing targets 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.

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 scope the area where targets need to be developed	1.1 outline the organisation's vision, strategy and objectives for achieving excellence and the reasons for needing improvement programmes 1.2 summarise the organisation's key performance targets compared with its main competitors 1.3 outline stakeholder and line management expectations and how they influence the process of target setting			
2 Know how to plan for target setting	2.1 describe how to plan, and the importance of planning for contingencies 2.2 define the theory and application of the change/performance curve 2.3 explain how to make critical decisions 2.4 describe how to establish current performance status of processes and improvement programmes 2.5 explain how to evaluate planning information and devise plans for targets			
3 Know how to agree achieving excellence targets	3.1 describe how to consult with colleagues in setting and agreeing targets 3.2 summarise the arrangements for the formal agreement of targets in own organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to obtain and provide feedback on own contribution to target setting and agreement	4.1 differentiate between formal and informal communication channels 4.2 summarise how to present and finalise information about the agreement of targets 4.3 explain how to receive and provide feedback in respect of own target-setting activities			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 62: Implement a Problem Solving Methodology for Achieving Excellence in Food Operations

Unit reference number: T/602/4633

QCF level: 3

Credit value: 4

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who implement a problem solving methodology for achieving excellence in food operations. The unit is designed for use primarily by operatives, team leaders, supervisors, technicians and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when implementing a problem solving methodology 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. 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 problem solving methodology to support improvement	1.1 obtain improvement programme objectives 1.2 select a process on which to carry out the activity 1.3 determine where the organisational Six Sigma or improvement techniques will apply 1.4 apply Six Sigma or an improvement methodology to determine quality characteristics and improvement opportunities 1.5 organise the activities required to support the implementation of problem solving and improvement 1.6 agree the Six Sigma or improvement programme with the relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Maintain problem solving in an improvement programme	2.1 co-ordinate the activities which are necessary to implement the improvement programme 2.2 monitor and maintain the implementation of improvement 2.3 assess the effectiveness of problem solving and improvement methodology in respect to programme objectives 2.4 use the problem solving methodology to deal with problems that impact on the achievement of the improvement programme 2.5 maintain effective visual communication of information and results 2.6 maintain effective communication to support those involved with the improvement process 2.7 refer any issues outside of the limit of own authority to others			
3 Obtain and provide feedback	3.1 seek feedback on the value of own contribution to problem solving and improvement 3.2 check current compliance levels and targets 3.3 provide feedback on own contribution to problem solving and improvement to the relevant person			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 63: Understand How to Implement a Problem Solving Methodology for Achieving Excellence in Food Operations

Unit reference number: A/602/4634

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to implement problem solving methodology for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when implementing problem solving methodology 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.

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 develop a problem solving methodology to support improvement	1.1 outline how improvement techniques contribute to the organisation's achieving excellence strategy 1.2 summarise how problem solving underpins own organisation's achieving excellence strategy 1.3 explain the purpose and benefits of Six Sigma or similar techniques 1.4 describe the work area/processing activity where improvement is to be implemented			
2 Know how to maintain problem solving in an improvement programme	2.1 describe the food/drink processing activity under review and the resources it requires 2.2 explain how to apply the problem solving and improvement methodology 2.3 outline how to evaluate the improvement technique methodology that is being used 2.4 describe how to secure the agreement and collaboration of people to problem solving and improvement 2.5 explain how to monitor and co-ordinate improvement 2.6 outline how to identify problems and opportunities for solving them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to obtain and provide feedback	3.1 describe how to maintain communication with those involved in the problem solving and improvement process 3.2 explain how to give and receive feedback regarding own contribution to Standard Operating Procedure (SOP) development 3.3 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

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(if sampled)

Unit 64: Implement Improvement Programmes for Achieving Excellence in Food Operations

Unit reference number: F/602/4649

QCF level: 3

Credit value: 4

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who implement improvement programmes for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when implementing improvement programmes 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. 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 Agree objectives for an improvement programme	1.1 establish systems of measurement and analysis 1.2 establish the current performance in relation to existing targets 1.3 encourage all those within the operational area to contribute ideas for improvements 1.4 evaluate the ideas for improvements through critical examination of all relevant information 1.5 provide positive feedback to the originators of ideas for improvements 1.6 agree the objectives for improvements with the relevant people			
2 Agree and initiate an improvement plan	2.1 present own plans for implementing improvement to the relevant people 2.2 agree an improvement plan with the relevant people 2.3 initiate the improvement programme in a planned and controlled manner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Implement an improvement programme	3.1 co-ordinate the activities required to implement the improvement programme 3.2 motivate others and gain their commitment to the improvement programme 3.3 maintain effective communication with those affected by the improvement programme 3.4 provide sufficient information to enable an agreed improvement to be incorporated as standard operating procedures 3.5 communicate the improvement opportunities 3.6 maintain accurate records and documentation in support of improvement programme			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 65: Understand How to Implement Improvement Programmes for Achieving Excellence in Food Operations

Unit reference number: T/602/4650

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to implement improvement programmes for achieving excellence in a food business.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when implementing improvement programmes 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.

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 prepare to implement an improvement programme	1.1 outline the requirements of the area where the improvement activity is being carried out, to include: <ul style="list-style-type: none"> – health and safety – hygiene – quality – environmental 1.2 establish why improvement is necessary and the benefits that it will accrue 1.3 explain why planning is essential to improvement activities 1.4 justify the importance of setting Specific, Measurable, Achievable, Realistic And Time-bound (SMART) objectives to achieve improved performance 1.5 outline how improvement can affect personnel, plant, product and the work place			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement an improvement programme	2.1 summarise the criteria for establishing new targets and objectives 2.2 describe how to develop and implement an improvement plan 2.3 explain how to adjust improvement plans in the event of unforeseen circumstances 2.4 describe how to gather, assess and evaluate ongoing performance data 2.5 outline the improvement techniques available and their implementation requirements 2.6 explain how to assess improvements against objectives 2.7 outline how to motivate others and gain their commitment to participate in improvement programmes			
3 Know how to communicate about an improvement programme	3.1 describe how to encourage feedback from those involved in the improvement process, and why this is important 3.2 explain how to justify, present and communicate recommendations for an improvement plan 3.3 summarise options for communicating improvement opportunities using best practice and meeting organisational and legal requirements			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 66: Implement a Set-up Reduction Programme for Achieving Excellence in Food Operations

Unit reference number: A/602/4651

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who implement a set-up reduction programme for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when implementing a set-up reduction programme 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. 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	Agree objectives for the set-up reduction programme	1.1 select a process or machine on which to carry out the activity 1.2 agree the objectives for activity with the relevant people			
2	Agree and initiate an improvement plan	2.1 present own plans for implementing improvement to the relevant people 2.2 agree an improvement plan with the relevant people. 2.3 initiate the set-up reduction programme in a planned and controlled manner			
3	Implement a set-up reduction programme	3.1 co-ordinate the activities which are necessary to implement the improvement programme 3.2 maintain effective communication with those affected by the improvement programme 3.3 analyse received data and determine problems and where improvements can be made 3.4 specify any problems and the actions required to support effective solutions 3.5 co-ordinate trial activities to test proposed solutions to achieve objectives 3.6 provide sufficient information to enable agreed improvements to be incorporated as standard operating procedures 3.7 measure and document solution outcomes			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 67: Understand How to Implement a Set-up Reduction Programme for Achieving Excellence in Food Operations

Unit reference number: F/503/5835

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to implement a set-up reduction programme for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when implementing a set-up reduction programme 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.

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
<p>1 Know how to agree objectives for a set-up reduction programme</p>	<p>1.1 outline the health, safety and hygiene, requirements for the area where the set-up reduction activities are being carried out</p> <p>1.2 explain why set-up reduction techniques are necessary and the benefits they will accrue</p> <p>1.3 describe the food/drink processing activity under review</p> <p>1.4 outline how to review the machine or process selected for a set-up reduction activity</p> <p>1.5 list the people and resources that are required for the set-up reduction activity</p> <p>1.6 explain the importance of planning improvement activities</p>			
<p>2 Know how to implement a set-up reduction programme</p>	<p>2.1 describe how to implement a set-up reduction activity</p> <p>2.2 explain how improvements to the set-up can be achieved</p> <p>2.3 summarise the targets and objectives for the improved set-up</p> <p>2.4 define the role of Standard Operating Procedures (SOPs) and specifications</p> <p>2.5 describe how to identify problems and opportunities for solving them and complete root cause analysis</p> <p>2.6 evaluate the purpose of trial activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 identify internal and external activities relevant to set-up 2.8 differentiate between 'motion' and 'work' 2.9 explain how to identify value adding and non-value adding activity			
3 Know how to communicate about a set-up reduction programme	3.1 explain how improvements are communicated in the work area 3.2 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 68: Implement Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations

Unit reference number: J/602/4653

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who implement mistake/error proofing (Poka Yoke) for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when implementing mistake/error proofing (Poka Yoke) 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. 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	Agree objectives for the mistake/error proofing (Poka Yoke) programme	1.1 select a process on which to carry out the activity 1.2 agree the objectives for the activity with the relevant people			
2	Agree and initiate an improvement plan	2.1 present own plans for implementing improvement to the relevant people 2.2 agree an improvement plan with the relevant people 2.3 initiate the mistake/error proofing programme in a planned and controlled manner			
3	Implement a mistake/error proofing programme	3.1 co-ordinate the activities required to implement the improvement programme 3.2 maintain effective communication with those affected by the improvement programme 3.3 analyse received data and determine where improvements can be made 3.4 specify any problems and the actions required to support effective solutions 3.5 co-ordinate trial activities to test proposed solutions to achieve objectives 3.6 provide sufficient information to enable an agreed improvement to be incorporated as standard operating procedures 3.7 measure and document solution outcomes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 69: Understand How to Carry Out Mistake/Error Proofing (Poka Yoke) for Achieving Excellence in Food Operations

Unit reference number: L/602/4654

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to carry out mistake/error proofing (Poka Yoke) for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out mistake/error proofing (Poka Yoke) 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.

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
<p>1 Know how to agree objectives for a mistake/error proofing (Poka Yoke) programme</p>	<p>1.1 outline the health, safety and hygiene requirements for the area where mistake/error proofing activities are being carried out</p> <p>1.2 explain why mistake/error proofing activities are used</p> <p>1.3 describe the food/drink processing activity under review</p> <p>1.4 list the people and resources which are required for the mistake/error proofing activity</p> <p>1.5 highlight the importance of planning mistake/error proofing activities</p> <p>1.6 differentiate between mistake/error proofing and prevention and detection</p> <p>1.7 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement a mistake/error proofing (Poka Yoke) programme	2.1 describe the product or process on which the mistake/error proofing activity is being applied and the impact it will have on defects 2.2 define the relationship between errors and defects and the different types and range of mistakes 2.3 explain how to apply mistake/error proofing (poka yoke) tools and documentation 2.4 explain how to apply analysis and charting methodology for mistake/error proofing 2.5 summarise how mistake/error proofing relates to other continuous improvement processes 2.6 outline how to implement trials to measure the effectiveness of mistake/error proofing projects 2.7 elucidate the role of Standard Operating Procedures (SOPS) and specifications 2.8 explain how to apply mistake-proofing devices			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 70: Measure and Collect Data for Achieving Excellence in Food Operations

Unit reference number: Y/503/5839

QCF level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who measure and collect data for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when measuring and collecting data for achieving excellence in food operations. It can be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all 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 Plan to measure and record improvements	1.1 select an improvement activity to be measured as required by the achieving excellence strategy 1.2 develop and agree the measurement objectives and plan with the relevant people 1.3 present own plans for measurement of improvement activities 1.4 obtain the resources necessary for the measurement activity			
2 Measure and record improvements	2.1 gather data to become familiar with the detail of the improvement activity 2.2 gather reliable, relevant and valid evidence to further own understanding of the improvement activity 2.3 use own knowledge of operations monitoring, trends and developments to objectively carry out measurements 2.4 co-ordinate the activities required to obtain measurements and maintain effective communication with those involved 2.5 record and log measurements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Collect and report improvement data	3.1 collect and update data from the relevant sources 3.2 remove out-of-date or irrelevant data 3.3 collate data in a format which supports the achieving excellence requirements 3.4 report and present data to the relevant people at an appropriate level and pace, giving opportunities for them to feedback 3.5 report in a way which is aligned to the achievement of the organisation's vision, aims and objectives for achieving excellence			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 71: Understand How to Measure and Collect Data for Achieving Excellence in Food Operations

Unit reference number: Y/602/4656

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to measure and collect data for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when measuring and collecting data 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.

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
<p>1 Know how to plan to measure and record data about improvements</p>	<p>1.1 outline own organisation's vision, strategy and objectives for achieving excellence and the reasons for improvement programmes</p> <p>1.2 summarise the organisation's improvement and managing change activities, their implementation and the importance of reviewing them</p> <p>1.3 explain why measurements and data are needed and how they will be used</p> <p>1.4 outline where to find existing data and who is responsible for this</p>			
<p>2 Know how to measure and record data about improvements</p>	<p>2.1 describe methods and importance of measuring and recording data accurately</p> <p>2.2 explain how to gather evidence to validate data</p> <p>2.3 describe how to record and log measurements using paper and electronic systems</p> <p>2.4 outline how to use the organisation's data recording systems and protocols for controlling and manipulating data</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Collect and report on improvement data	3.1 summarise who the relevant people are to report and present data to and how this should be done 3.2 explain how to communicate measurements and data in way which assists understanding and is adapted to meet the needs of different situations 3.3 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 72: Analyse Improvement Outcomes for Achieving Excellence in Food Operations

Unit reference number: D/602/4657

QCF level: 3

Credit value: 4

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who analyse improvement outcomes for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when analysing improvement outcomes 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. 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 programme of analysis	1.1 select an improvement activity to be analysed 1.2 develop and agree the analysis objectives and plan with the relevant people 1.3 present own plans for analysis of improvement activities clearly and accurately 1.4 obtain the resources necessary for the analysis			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Analyse the performance of improvement activities	2.1 confirm own understanding of the detail of the improvement activity 2.2 gather reliable, relevant and valid evidence to further understanding of the impact and outcomes of improvement activity 2.3 use own knowledge of operations monitoring, trends and developments to objectively analyse evidence 2.4 co-ordinate the activities required to implement the analysis and maintain effective communication with those involved 2.5 gather sufficient evidence to analyse the effectiveness of the improvements 2.6 use evidence to inform analysis about operational performance and improvements achieved 2.7 encourage input from colleagues and take account of their feedback in own analysis 2.8 present own analysis to the relevant people at an appropriate level and pace, giving opportunities for them to feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Report on the analysis of the improvement activities	3.1 report on own analysis based upon accurate information 3.2 report in a way which shows alignment to the achievement of the organisation's vision, aims and objectives for achieving excellence 3.3 present the analysis to the relevant people and engage in constructive discussions			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 73: Understand How to Analyse Improvement Outcomes for Achieving Excellence in Food Operations

Unit reference number: H/602/4658

QCF level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to analyse improvement outcomes for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when analysing improvement outcomes 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.

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 develop a programme of analysis	1.1 outline the organisation's vision, strategy and objectives for achieving excellence and the reasons for the implementation of improvement programmes 1.2 summarise the organisational arrangements for managing change and improvements 1.3 outline the organisation's improvement activities, their implementation and the importance of analysis to their success 1.4 explain the principles of planning relevant to analysis 1.5 explain the use of objectives in analysis 1.6 describe the effects of improvement activities on personnel, plant, product and the working environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to analyse the performance of improvement activities	2.1 describe how to gather reliable, relevant and valid evidence of performance 2.2 review the organisational operations improvement activities have been applied to 2.3 outline how to enable colleagues to make recommendations, handle discussions and deal with disagreements in a constructive manner 2.4 explain the importance of setting organisation specific SMART (Specific, Measureable, Achievable, Realistic, Timely) objectives and their role in improvement activities			
3 Know how to report on the analysis of improvement activities	3.1 summarise who the relevant people are to report and present data to 3.2 explain how to report and present analysis outcomes			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 74: Review Improvement Activities for Achieving Excellence in Food Operations

Unit reference number: K/602/4659

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who review improvement activities for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when reviewing improvement activities 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. 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 programme of review	1.1 select an improvement activity to be reviewed 1.2 develop and agree the review objectives and plan with the relevant people 1.3 present own plans for review improvement activities 1.4 obtain the resources necessary for the review			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Review the performance of improvement activities	2.1 confirm own understanding of detail of improvement activity 2.2 gather reliable, relevant and valid evidence to further own understanding of the impact and outcomes of improvement activity 2.3 use knowledge of operations, monitoring, trends and developments to objectively review evidence 2.4 co-ordinate the activities required necessary to implement the review and maintain effective communication with those involved 2.5 gather sufficient evidence to accurately review the effectiveness of the improvements 2.6 use evidence to inform review outcomes about operational performance and improvements achieved 2.7 encourage input from colleagues and take account of their feedback in own review 2.8 present own review to the relevant people at an appropriate level and pace, giving opportunities for them to feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Report on the review outcomes of the improvement activities	3.1 report on review outcomes based upon accurate information 3.2 report in a way which shows alignment to the achievement of the organisation's vision, aims and objectives for achieving excellence 3.3 present the outcomes to the relevant people and engage in constructive discussions			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 75: Understand How to Review Improvement Activities for Achieving Excellence in Food Operations

Unit reference number: H/602/4692

QCF level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to review improvement activities for achieving excellence in a food business.

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

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when reviewing improvement activities 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.

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 develop a programme of review	1.1 outline the organisation's vision, strategy and objectives for achieving excellence and the reasons for improvement 1.2 describe the organisational arrangements for managing change and improvements 1.3 summarise the organisation's improvement activities, their implementation and the importance of review to their success 1.4 explain the principles of planning relevant to review 1.5 explain the role of objectives in review 1.6 assess the effects of improvement activities on personnel, plant, product and the working environment			
2 Know how to review the performance of improvement activities	2.1 describe how to gather evidence of performance 2.2 review the organisational operations which improvement activities have been applied to 2.3 outline how to enable colleagues to make recommendations, handle discussions and deal with disagreements in a constructive manner 2.4 explain the importance of setting organisation specific SMART (Specific, Measureable, Achievable, Realistic, Timely) objectives and their role in improvement activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to report on the performance of improvement activities	3.1 summarise who the relevant people are to report and present data to and how this should be done 3.2 explain how to report and present review outcomes			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 76: Evaluate Improvement Activities for Achieving Excellence in Food Operations

Unit reference number: K/602/4693

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who evaluate improvement activities for achieving excellence in food operations.

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

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, when evaluating improvement activities 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. 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 programme of evaluation	1.1 select an improvement activity to be evaluated 1.2 develop and agree the evaluation objectives and plan with the relevant people 1.3 present own plans for evaluating improvement activities clearly and accurately 1.4 obtain the resources necessary for the evaluation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Evaluate the performance of improvement activities	2.1 confirm own understanding of the detail of improvement activity 2.2 gather reliable, relevant and valid evidence to further own understanding of the impact and outcomes of improvement activity 2.3 use own knowledge of operations, monitoring, trends and developments to objectively review and analyse this evidence 2.4 co-ordinate the activities required to implement the evaluation and maintain effective communication with those involved 2.5 gather sufficient evidence to accurately evaluate the effectiveness of the improvements 2.6 use evidence to make accurate judgements about operational performance and improvements achieved 2.7 encourage input from colleagues and take account of their feedback in own evaluation 2.8 present own evaluation to the relevant people at an appropriate level and pace, giving opportunities for them to feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Report on the outcomes of the improvement activities	3.1 report on improvement activities based upon accurate information 3.2 report improvements in a way which shows own contribution to the achievement of the organisation's mission, aims and objectives 3.3 clearly present the outcomes to the relevant people and engage in constructive discussions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 77: Understand How to Evaluate Improvement Activities for Achieving Excellence in Food Operations

Unit reference number: M/602/4694

QCF level: 3

Credit value: 3

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to evaluate improvement activities for achieving excellence in a food business.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when evaluating improvement activities 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.

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 develop a programme of evaluation	1.1 outline own organisation's mission, aims and objectives and how to plan within their framework 1.2 describe the organisational arrangements for managing change and improvements 1.3 summarise the organisation's improvement activities, their implementation and the importance of evaluation to their success 1.4 explain the principles of planning relevant to, and the role of objectives in evaluation 1.5 describe how to assess the effects of improvement activities on personnel, plant, product and the working environment			
2 Know how to evaluate the performance of improvement activities	2.1 describe how to gather evidence of performance 2.2 outline how to review the organisational operations which improvement activities have been applied to 2.3 outline how to enable colleagues to make recommendations, handle discussions and deal with disagreements in a constructive manner 2.4 explain the importance of setting organisation specific SMART (Specific, Measureable, Achievable, Realistic, Timely) objectives and targets and their role in improvement activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to report on the outcomes of improvement activities	3.1 summarise who the relevant people are to report data to and make recommendations to and how this should be done 3.2 explain how to report and present review outcomes			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 78: Sustain Improvement for Achieving Excellence in Food Operations

Unit reference number: T/602/4695

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who sustain improvement for achieving excellence in food operations.

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

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when sustaining improvement for achieving excellence in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by 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. 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 Systematically maintain an improvement programme	1.1 obtain improvement programme objectives 1.2 organise the activities required to support the implementation of improvement techniques 1.3 ensure the effective implementation of improvement techniques to meet organisational needs 1.4 co-ordinate the activities which are necessary to implement the improvement programme 1.5 monitor the progress of improvement milestones or techniques within the improvement programme 1.6 assess the effectiveness of improvement techniques in respect to programme objectives 1.7 implement mechanisms and provide support to deal with problems that impact on the achievement of programme objectives			
2 Communicate improvements	2.1 maintain effective visual communication of information and results 2.2 maintain effective communication to support those involved with the implementation process 2.3 communicate any identified training and support needs to a responsible person 2.4 refer any issues outside the limit of own authority to a responsible person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on sustaining improvement	3.1 seek feedback on the value of own contribution to sustaining improvements and to achieving excellence 3.2 check current compliance levels and targets 3.3 provide feedback on own contribution to sustaining improvements and to achieving excellence			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 79: Understand How to Sustain Improvement Activities for Achieving Excellence in Food Operations

Unit reference number: A/602/4696

QCF level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to sustain improvement for achieving excellence in a food business.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when sustaining improvement 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.

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 the underlying vision and strategy for improvements	1.1 outline the organisation's vision, strategy and objectives for achieving excellence and the reasons for the implementation of improvement programmes 1.2 summarise the importance of working proactively to sustain improvement practice and the improvement programme, in achieving excellence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to systematically sustain an improvement programme	2.1 explain the importance of objectives and how to assess programme performance improvements against them 2.2 describe how to motivate staff and gain their continuing commitment to participate in improvement programmes 2.3 define the principles and processes that support, maintain and control the sustainability of improvement techniques 2.4 summarise how to evaluate the success of improvement programme sustainability 2.5 list the range of information sources available to support programmes 2.6 explain how to measure performance and make adjustments to improvement programmes in the event of unforeseen circumstances 2.7 explain the importance of and how to make critical decisions and contingency plans 2.8 describe the internal and resource barriers to change, and techniques to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to communicate about sustaining improvements	3.1 outline the techniques used to communicate information visually and sustainability of the improvement process 3.2 describe formal and informal communication channels 3.3 explain how to give, receive and enable feedback about the sustainability of the improvement programme and its importance			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 80: The Principles of HACCP for Food Manufacturing

Unit reference number: Y/600/2382

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

The purpose and aim of this unit is to develop an understanding of HACCP-based food safety management. Holders of this unit will have the appropriate knowledge and understanding to be an integral part of a HACCP team and to supervise the implementation of a HACCP-based system in the work environment.

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 importance of HACCP-based food safety management procedures	1.1 outline the need for HACCP-based food safety management procedures 1.2 describe the HACCP approach to food safety procedures 1.3 summarise legislation relating to HACCP			
2	Understand the preliminary processes for HACCP-based procedures	2.1 explain the requirements of a HACCP team 2.2 outline the pre-requisites for HACCP 2.3 describe food production processes including use of end product 2.4 use process flow diagrams in the development of HACCP-based food safety management procedures			
3	Understand how to develop HACCP-based food safety management procedures	3.1 identify hazards and risks in the production process 3.2 determine critical control points 3.3 establish critical limits			
4	Understand how to implement HACCP-based food safety management procedures	4.1 establish and implement monitoring procedures at critical control points 4.2 describe corrective actions			
5	Understand how to evaluate HACCP-based procedures	5.1 describe documentation and record-keeping procedures 5.2 outline the verification and review of procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 81: Principles of Sustainability in Food Operations

Unit reference number: L/601/2701

QCF level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

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

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 sustainability. 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
<p>1 Understand the principles of sustainability</p>	<p>1.1 outline the key principles of environmental sustainability in a food environment in relation to:</p> <ul style="list-style-type: none"> – energy – waste – water usage – transportation <p>1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility:</p> <ul style="list-style-type: none"> – economic – social – environmental <p>1.3 describe the benefits of sustainability to the organisation and its stakeholders</p> <p>1.4 summarise how sustainability impacts on all the component functions of an organisation</p>			
<p>2 Understand factors affecting sustainability targets</p>	<p>2.1 outline how to establish targets for sustainable development, including the use of benchmarking</p> <p>2.2 explain how carbon currency data (carbon footprints) is used as an indicator of sustainability</p> <p>2.3 explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand factors affecting support for sustainability targets	3.1 explain how continuous improvement supports sustainability 3.2 explain how to gain the commitment of stakeholders to the development of sustainable food production 3.3 outline how environmental management systems (EMS) are used to support sustainability in a food environment			
4 Understand the factors influencing the achievement of sustainability	4.1 summarise the influences which impact upon the achievement of sustainability 4.2 explain how to control the efficient use of resources within organisational activities to help achieve sustainability 4.3 explain how the actions of others within the supply chain can influence sustainability 4.4 explain the potential barriers to achieving sustainability and summarise ways these can be overcome 4.5 describe how to access sources of advice and guidance on achieving sustainability			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 82: Principles of Improvement in Food Operations

Unit reference number: A/601/2953

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

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

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

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 improvement 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
<p>1 Understand improvement, its role and the opportunities for improvement</p>	<p>1.1 outline the principles of improvement as they apply in food and drink manufacture or supply</p> <p>1.2 detail the importance of process improvement to food and drink manufacture's and suppliers</p> <p>1.3 summarise the role of improvement techniques and their application in support of improvement, including:</p> <ul style="list-style-type: none"> – cellular manufacturing – total productive maintenance – structured problem-solving – visual management – specialist techniques <p>1.4 detail the opportunities in the work area where improvements can be made</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how waste control can impact on improvement	2.1 state why inventory control is important to waste reduction in the food industry 2.2 detail how and why food/drink processing can create waste at stages, including: <ul style="list-style-type: none"> – over production – over processing – transport and distribution 2.3 state the impact of waiting time on food waste 2.4 summarise how levels of operator skills and knowledge can impact on waste 2.5 describe how out of specification raw materials and products cause waste 2.6 outline how the effective utilisation of a workforce can reduce waste			
3 Understand the impact of visual controls, the Deming Cycle and procedures	3.1 summarise the methods used to visually communicate improvement information 3.2 describe the importance of understanding the activity under review, and how this will affect the quality of the problem-solving process 3.3 state the role of the deming cycle (plan, do, check, act) in improvement activities 3.4 outline the purpose of standard operating procedures and specifications			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 83: Principles of Continuous Improvement Techniques (Kaizen) in Food Operations

Unit reference number: F/601/2954

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of continuous improvement techniques (Kaizen) in food 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 continuous improvement techniques (Kaizen) 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 features, importance of Kaizen activity	1.1 explain how the health, safety and hygiene requirements of a work area can influence a kaizen activity 1.2 summarise the main features of a kaizen activity and the establishment of measurable improvements 1.3 evaluate the importance of encouraging people to identify continuous improvements 1.4 explain the evaluation of improvement ideas and selection of those that are to be pursued 1.5 explain the function of standard operating procedures and specifications 1.6 clarify the resources required to support production schedules and specifications 1.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the criteria and requirements for Kaizen and problem solving	2.1 explain the criteria used to select an area/processing activity for Kaizen activity 2.2 explain the importance of understanding the food process and/or activity under review 2.3 summarise the requirements for the deployment of Kaizen, and the resources required by the activity 2.4 explain the importance of waste in kaizen activity and why inventory control is important to waste reduction 2.5 explain how root-cause analysis can support problem-solving 2.6 explain how your knowledge of food processing activities can support your problem solving ability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to interact with Kaizen activity	3.1 explain the application of the deming cycle (plan, do, check, act) 3.2 explain how to engage the knowledge and experience of the people involved in the process in the development of improvement activities 3.3 explain how to separate facts and opinions about the food operations and how these affect improvement actions 3.4 explain the techniques used to visually communicate the work of the Kaizen activity to participants and others 3.5 explain how to use calculations for identifying the required production rate for a process 3.6 summarise the cycle time of a process 3.7 explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it, including: <ul style="list-style-type: none"> – line balance – process displays 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 84: 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 what the need is for specific, measurable, 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: <ul style="list-style-type: none"> – 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: _____

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(if sampled)

Unit 85: 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 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 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 in 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 upon 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: _____

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(if sampled)

Unit 86: Principles of Flow Process Analysis in Food Operations

Unit reference number: J/601/2955

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of flow process analysis in food 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 flow process analysis 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 a processing operation considered for flow process analysis	1.1 explain how the health, safety and hygiene requirements of a work area can influence the process of analysis 1.2 describe a processing operation that is considered for flow process analysis 1.3 summarise how a processing operation in all its elements and activities of work is described 1.4 explain how waste is handled and controlled within a processing operation			
2 Understand flow process analysis mapping and value added features of process operations	2.1 clarify the symbols and abbreviations used for flow process analysis 2.2 explain how a process or deployment flowchart is mapped using the recognised symbols 2.3 evaluate what are classed as value added and non-value added activities within a process 2.4 justify the elements and activities in the process that are value added or non-value added			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to analyse and set action plans for improvement opportunities	3.1 analyse the potential opportunities for improvements within a processing operation 3.2 explain how data can be used to eliminate activities that do not add value to the process 3.3 explain how action planning is used to simplify the value added activities and eliminate the non-value added activities 3.4 summarise how action plans are constructed, including the payback matrix 3.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learner name: _____

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Unit 87: Principles of Measurement System Analysis (MSA) in Food Operations

Unit reference number: D/601/2959

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Measurement System Analysis (MSA) in food 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 Measurement System Analysis (MSA) 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 a processing operation considered for analysis	1.1 explain how the health, safety and hygiene requirements of a work area can influence the process of analysis 1.2 describe the processing operation that is being analysed 1.3 summarise why it is important to study measurement systems, to achieving an excellence strategy			
2 Understand the selection and use of measurement systems	2.1 explain how measurement systems are selected for analysis 2.2 diagnose possible sources of measurement systems variation 2.3 explain how measurement systems analysis is used in food operations 2.4 summarise how measurement systems analysis can be used in a Six Sigma improvement project			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the technical application of measurement system analysis	3.1 explain how a variable, attribute repeatability and reproducibility study is conducted 3.2 summarise terminology used in measurement system analysis 3.3 explain how measurement systems analysis studies are conducted 3.4 clarify how gauge repeatability and reproducibility is calculated 3.5 clarify how gauge precision and tolerance is calculated 3.6 summarise the industry rules for repeatability and reproducibility results 3.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 88: Principles of Lead Time Analysis in Food Operations

Unit reference number: Y/601/2961

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of lead time analysis in food 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 lead time analysis 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 a processing operation and information considered for analysis	1.1 explain how the health, safety and hygiene requirements of a work area can influence the process of analysis 1.2 describe the processing operation that is being analysed 1.3 summarise the information required to create lead time profiles to support the achieving excellence strategy 1.4 summarise the information required to construct the lead time profiles, and where this information can be obtained			
2 Understand the creation of lead time profiles and the link with problem solving	2.1 explain the co-ordination and creation of lead time profiles 2.2 explain the co-ordination and creation of frequency charts 2.3 summarise the techniques used to communicate the information and results obtained by this process 2.4 evaluate the difference between lead time and cycle time 2.5 clarify how root cause analysis can support problem solving 2.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

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(if sampled)

Unit 89: Principles of Basic Statistical Analysis in Food Operations

Unit reference number: H/601/2963

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of basic statistical analysis in food 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 basic statistical analysis 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 a processing operation and basic statistical techniques	1.1 explain how the health, safety and hygiene requirements of a work area can influence the process of analysis 1.2 describe the processing operation that is being analysed 1.3 explain how to use basic statistical techniques 1.4 justify why we need to use basic statistics 1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand statistical terminology, curves and diagrams	2.1 explain the meaning of 'variation', and how this can be detected with statistics 2.2 clarify how variation can affect a process 2.3 summarise why data points are important to statistics 2.4 explain the meaning of the terms 'population' and 'sample' when applied to basic statistics 2.5 describe what distribution curves will demonstrate and the properties of a normal curve 2.6 explain the creation and use of charts and diagrams in statistics			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand statistical calculation	3.1 explain how to calculate mean, median, mode, standard deviation, range and variance 3.2 explain the difference between descriptive and inferential statistics			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 90: Principles of Taguchi Linear Graphs in Food Operations

Unit reference number: K/601/2964

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Taguchi Linear graphs in food 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 Taguchi Linear graphs 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 a processing operation considered for analysis	1.1 explain how the health, safety and hygiene requirements of a work area can influence the process of analysis 1.2 describe the processing operation that is being analysed 1.3 justify the creation of action plans to ensure that improvements are implemented 1.4 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand Taguchi Linear terminology, graphs and sample sizes	2.1 explain how measurement systems are selected for analysis 2.2 clarify what is meant by the following terms: fold over, confounded, alias 2.3 explain how to produce Taguchi linear graph designs for a range of arrays 2.4 explain terminology, including: <ul style="list-style-type: none"> – Alpha risk – Beta risk – Population – Sample 2.5 explain how suitable sample sizes are calculated			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the application of Taguchi Linear graphs	3.1 explain why we need to use Taguchi Linear graph experimental design 3.2 summarise how Taguchi Linear graph experimental design is used in a Six Sigma improvement project 3.3 explain how Taguchi Linear graph experiments are conducted 3.4 explain how to calculate mean, median, mode, standard deviation, range and variance 3.5 describe the calculation and graphical display of main effects and interactions 3.6 explain how suitable optimal conditions can be identified 3.7 describe how Taguchi Linear graph reports are created, and the information they should contain			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 91: Principles of Flexible Production and Manpower Systems in Food Operations

Unit reference number: T/601/2966

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of flexible production and manpower systems in food 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 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
<p>1 Understand the definition and benefits of the flexible production and manpower systems</p>	<p>1.1 explain how the health, safety and hygiene requirements of a work area can influence improvement activities</p> <p>1.2 define a flexible production and manpower system</p> <p>1.3 explain the benefits of a flexible production and manpower system within food operations</p> <p>1.4 summarise how waste can be reduced through the application of flexible production and manpower systems</p> <p>1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			
<p>2 Understand terminology and application of system components</p>	<p>2.1 explain the meaning of level schedules, load and capacity diagrams</p> <p>2.2 explain how to calculate Takt time</p> <p>2.3 explain the term 'standard work in progress'</p> <p>2.4 justify the application of visually controlled systems and signals, based on the demand of subsequent processes</p> <p>2.5 explain the application of skills matrices and consignment stocking</p> <p>2.6 summarise the process of working practice simplification and the reduction of human error risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to maximise effectiveness of systems and asset care	3.1 explain the consequences of introducing a new improved part/process/material router 3.2 explain how root cause analysis can support problem solving 3.3 clarify how to maximise equipment effectiveness through stabilisation and optimisation 3.4 explain what asset care/best practice effectiveness review is 3.5 summarise the purpose of robust routine asset care and operation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand system techniques and workplace layout	4.1 explain the appropriate techniques that provide value to the customer, including: <ul style="list-style-type: none"> – Push-pull systems – Single piece flow – Just in time (JIT) – Kanban – Autonomation 4.2 explain the techniques used to visually communicate the work done, including: <ul style="list-style-type: none"> – level schedules – load and capacity diagrams – revised batch sizes – Takt time 4.3 describe the layout of an effective workplace, including: <ul style="list-style-type: none"> – cellular manufacturing incorporating parallel lines – U-shaped cells 			

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(if sampled)

Unit 92: Principles of Statistical Process Control Procedures (SPC) in Food Operations

Unit reference number: F/601/2968

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of statistical process control procedures (SPC) in food 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 statistical process control procedures (SPC) 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 purpose and use of statistical process control	1.1 explain how the health, safety and hygiene requirements of a work area can influence statistical process control 1.2 summarise the purpose of statistical process control 1.3 explain the techniques used as part of statistical process control 1.4 explain where and why statistical process control is used and the benefits it offers 1.5 clarify where process control fits within a continuous improvement environment 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand performance and variation in statistical process control	2.1 explain the importance of process performance to customer satisfaction and process costs 2.2 clarify the importance of standardisation within a process operation 2.3 explain why process performance can only be determined when it is controlled 2.4 describe how process control can improve process performance 2.5 summarise the benefits of prevention and detection 2.6 explain common cause variation within food processing, and the impact it can have 2.7 explain special cause variation within food processing, and the impact it can have			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the use of data and control charts in statistical process control	3.1 clarify how data is gathered and analysis techniques are used 3.2 explain how data can be used to communicate abnormalities within a process 3.3 summarise the main types of control charts used for SPC and their features and benefits, including: <ul style="list-style-type: none"> – run charts – histograms – Box plots – Time series charts – Pareto diagrams – stem and leaf plots 3.4 explain the meaning of the terms 'population' and a 'sample' 3.5 explain what the measurements of central tendency and variability are			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the normal statistical curve, statistical terms and process capability	4.1 explain what the properties of a normal curve of distribution are 4.2 explain the terms mean, median, mode, standard deviation, range and variance 4.3 explain process capability (Cp and Cpk) and how it is determined			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 93: Principles of Design of Experiments (DOE) in Food Operations

Unit reference number: J/601/2969

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Design of Experiments (DOE) in food 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 Design of Experiments (DOE) 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 purpose, importance and completion of DOE	1.1 explain how the health, safety and hygiene requirements of a work area can influence the design of experiment improvement technique 1.2 summarise the purpose of DOE as an improvement technique in food operations 1.3 clarify why DOE is used and how this can benefit an improvement project 1.4 explain the importance of determining the scope of an experiment 1.5 explain how to complete a DOE project 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand the techniques, data and terms used in the DOE	2.1 explain the tools and techniques used in the DOE 2.2 explain the data required to carry out the DOE 2.3 summarise how population and sample size are used in the DOE 2.4 explain the meaning of the terms Alpha risk and Beta risk 2.5 explain the meaning of a population and a sample in terms of the DOE			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the use of graphical displays and the design of arrays	3.1 explain how to calculate mean, median, mode, standard deviation, range and variance 3.2 clarify how graphical display can be used to show main effects and interactions 3.3 explain the design of arrays linked to the design of interactions, including: <ul style="list-style-type: none"> – full factorial – 2k factorial – fractional 			

Learner name: _____

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(if sampled)

Unit 94: Principles of Quality Function Deployment (QFD) in Food Operations

Unit reference number: A/601/2970

QCF level: 3

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Quality Function Deployment (QFD) in food 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 Quality Function Deployment (QFD) 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
<p>1 Understand the advantages of QFD and the quality lever model</p>	<p>1.1 explain how the health, safety and hygiene requirements of a work area can influence the QFD technique</p> <p>1.2 the advantages of using QFD to support the delivery of your achieving excellence strategy</p> <p>1.3 the 'quality lever' and how QFD fits this model</p> <p>1.4 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			
<p>2 Understand how to plan QFD and how it relates to improvement techniques</p>	<p>2.1 explain the terms 'house of quality' and 'voice of the customer'</p> <p>2.2 describe how to develop and plan a QFD activity</p> <p>2.3 explain how QFD relates to other improvement techniques, including:</p> <ul style="list-style-type: none"> – potential failure modes and effects – Analysis – Design of Experiments – Value Analysis – Control Plans – Pugh Concept Diagrams <p>2.4 summarise relevant tools and techniques as part of a QFD activity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the phases of QFD, customer's requirements and matrices	3.1 the four phases of QFD including necessary inputs and outputs for each phase, including: <ul style="list-style-type: none"> – pre-planning – design deployment – process and production planning – managing deployment 3.2 clarify what the customer's requirements are within a QFD project, in terms of needs and expectations, features and functions 3.3 explain how to produce matrices for relationships, specifications, technical requirements and planning 3.4 explain how to score matrices within the QFD			

Learner name: _____

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(if sampled)

Unit 95: Principles of Response Surface Methodology in Food Operations

Unit reference number: F/601/2971

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of response surface methodology in food 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 response surface methodology 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
<p>1 Understand the use and working of response surface methodology</p>	<p>1.1 explain how the health, safety and hygiene requirements of a work area can influence the application of response surface methodology</p> <p>1.2 summarise the use of response surface methodology and how it can be used in a Six Sigma improvement project</p> <p>1.3 explain how response surface methodology works</p> <p>1.4 summarise the tools and techniques which can be associated with response surface methodology</p> <p>1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			
<p>2 Understand data and statistical validity in response surface methodology</p>	<p>2.1 summarise the data necessary to carry out a response surface methodology project</p> <p>2.2 explain what constitutes a statistically valid sample size</p> <p>2.3 explain the meaning of the terms, population, and, a sample, in response surface methodology activity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand response surface methodology terms and cost benefits	3.1 explain what is meant by a method of steepest ascent 3.2 explain what is meant by the terms, coded variables and un-coded variables 3.3 describe what is meant by Alpha risk and Beta risk 3.4 explain how to calculate: mean, median, mode, standard deviation, range and variance 3.5 summarise how to determine the cost benefits associated with response surface methodology			

Learner name: _____

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(if sampled)

Unit 96: Principles of Value Stream Mapping (VSM) in Food Operations

Unit reference number: L/601/2973

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of value stream mapping (VSM) in food 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 value stream mapping (VSM) 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
<p>1 Understand the processing activity and requirements for VSM</p>	<p>1.1 explain the process used to select parts or materials for a value stream mapping activity</p> <p>1.2 explain the characteristics of the food and the processing activity that can support the VSM activity</p> <p>1.3 summarise the process used to set VSM objectives</p> <p>1.4 clarify the resources and requirements of a VSM activity</p> <p>1.5 explain the principles and processes essential to value stream mapping</p> <p>1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			
<p>2 Understand VSM evaluation, targets and communication</p>	<p>2.1 summarise the improvements that can be achieved using value stream mapping</p> <p>2.2 explain how improvement opportunities can be evaluated</p> <p>2.3 explain how to set quantifiable objectives and targets for the future state maps</p> <p>2.4 summarise the techniques used to visually communicate information and results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the techniques and procedures supporting VSM	3.1 explain how root cause analysis can support problem solving 3.2 explain what system lead time and actual lead time are 3.3 explain Takt time and its application in support of VSM 3.4 summarise what constitutes value adding and non-value adding activities 3.5 clarify the purpose of standard operating procedures and specifications			

Learner name: _____

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(if sampled)

Unit 97: Principles of Visual Management Systems in Food Operations

Unit reference number: R/601/2974

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of visual management systems in food 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 visual management 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
<p>1 Understand the processing activity and requirements for visual management systems</p>	<p>1.1 explain how the health, safety and hygiene requirements of a work area can influence visual management systems</p> <p>1.2 justify the criteria used to select an area/processing activity</p> <p>1.3 explain the importance of understanding the food process/activity for which the visual management systems are being developed</p> <p>1.4 explain the quality factors of the food/drink being processed and how these influence the selection of the visual management systems</p> <p>1.5 summarise the factors to be considered when selecting a visual management system</p> <p>1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the creation of the visual factory, and the business performance measures for visual management systems	2.1 summarise the information required to develop local visual management systems 2.2 explain how visual management systems are used to create 'the visual factory', including: <ul style="list-style-type: none"> – Kanban systems – Card systems – Colour coding – Floor footprints – Graphs – Team boards 2.3 clarify how business performance measures are differentiated from local performance measures 2.4 explain the measures of performance in a lean business operation, including: <ul style="list-style-type: none"> – health, safety and the environment – right first time – cost – responsiveness – process concerns and corrective actions – workplace organisation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand measurement techniques and the importance of monitoring arrangements for visual management systems	3.1 explain the application of the measurement techniques required for communicating the visual management system, including: <ul style="list-style-type: none"> – Target versus actual – Percentage right first time – Pareto analysis – Bar charting – Action plans – Paynter charts 3.2 summarise why it is important to monitor and maintain the effectiveness of visual management systems			

Learner name: _____

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(if sampled)

Unit 98: Principles of Analysing and Selecting Areas for Achieving Excellence in Food Operations

Unit reference number: Y/601/2975

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of analysing and selecting areas for achieving excellence in food 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 analysing and selecting areas 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.

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 selection information and the analysis of graphical data	1.1 explain how the health, safety and hygiene requirements of a work area can influence the process of analysis 1.2 summarise the information required to conduct the activity 1.3 explain how graphs and histograms are created 1.4 explain how graphical data is presented, including: <ul style="list-style-type: none"> – pie charts – bar charts 1.5 explain how graphical data is analysed 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the key features of the analysis	2.1 summarise the techniques used to communicate information and results 2.2 explain the difference between lead time and cycle time 2.3 explain how a bill of materials (BOM) structure is configured for each of the representative areas 2.4 clarify the origin/source of the resources within a chosen area 2.5 summarise the principles of evaluation linked to the selection of representative resources for a chosen area 2.6 explain how root cause analysis can support problem solving			

Learner name: _____

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(if sampled)

Unit 99: Principles of Failure Modes and Effects Analysis (FMEA) in Food Operations

Unit reference number: D/601/2976

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Failure Modes and Effects Analysis (FMEA) in food 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 Failure Modes and Effects Analysis (FMEA) 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 features and benefits of the FMEA system	1.1 explain how the health, safety and hygiene requirements of a work area can influence a failure modes and effects analysis 1.2 summarise the main features and benefits of carrying out a failure modes and effects analysis 1.3 explain the roles and responsibilities of the team needed to construct and update a failure modes and effects analysis 1.4 explain how System FMEA, Concept FMEA, Design FMEA and Process FMEA are used 1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand FMEA terminology and use	2.1 explain the significance of failure mode, failure effect and failure cause to food/drink processing 2.2 explain the rating scale used in failure modes and effects analysis projects, including the: <ul style="list-style-type: none"> – Severity rating scale – Occurrence rating scale – Detection rating scale 2.3 explain how risk priority numbers (RPN) are calculated and how they are applied 2.4 explain the purpose of risk reduction and the approaches available 2.5 explain when to start a failure modes and effects analysis 2.6 explain what failure modes and effects analysis updating are			

Learner name: _____

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(if sampled)

Unit 100: Principles of Six Sigma Process Mapping in Food Operations

Unit reference number: H/601/2977

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Six Sigma process mapping in food 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 Six Sigma process mapping 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 use and benefits Six Sigma process mapping	1.1 explain how the health, safety and hygiene requirements of a work area can influence six sigma process mapping 1.2 summarise how the application of Six Sigma process mapping meets your organisation's objectives set out in your achieving excellence strategy 1.3 explain the benefits of carrying out six sigma process mapping 1.4 summarise what a Six Sigma process map is and how it is constructed 1.5 how the Six Sigma process map integrates within a Six Sigma project 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand variables in Six Sigma process mapping	2.1 explain what is meant by key process input variables (KPIVs) and key process output variables (KPOVs) 2.2 summarise the data collection points for the key process input variables and key process output variables 2.3 explain what the main types of key process input variables and key process output variables are in terms of being controllable, critical, noise, or standard operating procedures			
3 Understand role and responsibilities and value added activity in Six Sigma process mapping	3.1 justify the workplace role and responsibilities of a person best suited to create the Six Sigma process map 3.2 summarise the roles and responsibilities of suitable individuals within a food/drink process mapping team 3.3 explain the difference between a value added activity and non-value added activity			

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Unit 101: Principles of Six Sigma Methodology in Food Operations

Unit reference number: K/601/2978

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Six Sigma methodology in food 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 Six Sigma methodology 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 use and benefits of Six Sigma process methodology	1.1 explain how the health, safety and hygiene requirements of a work area can influence Six Sigma process methodology 1.2 explain the application of Six Sigma methodology in meeting the business objectives set out in your achieving excellence strategy 1.3 summarise the Six Sigma infrastructure and philosophy 1.4 explain the benefits that will arise from a Six Sigma project			
2 Understand Six Sigma methodology	2.1 explain the 'parts per million opportunities' goal of Six Sigma 2.2 explain how to calculate defects per million opportunities (DPMO) 2.3 summarise the five phases of Six Sigma that are applied to a project 2.4 explain the critical to quality characteristic (CTQC) 2.5 clarify how non-value added activity can serve as a roadblock for achieving Zero Defect 2.6 explain what an 'opportunity for defect' is 2.7 evaluate the relationship between key process input variables (KPIV) and key process output variables (KPOV), using the equation $Y=(f)x$			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand roles and responsibilities in Six Sigma methodology	3.1 summarise the roles and responsibilities of the key players in the Six Sigma process, including: Champion <ul style="list-style-type: none"> – Mentor – Master Black Belt – Black Belt – Green Belt – Yellow Belt 3.2 explain the extent of your own workplace authority, and to whom you should report in the event of problems that you cannot resolve			

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(if sampled)

Unit 102: Principles of Six Sigma Metrics in Food Operations

Unit reference number: M/601/2979

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of Six Sigma metrics in food 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 Six Sigma metrics 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 use and benefits of Six Sigma metrics	1.1 explain how the health, safety and hygiene requirements of a work area can influence Six Sigma process metrics 1.2 summarise the main features and benefits of carrying out a Six Sigma metrics activity 1.3 explain the importance of using metrics to drive a Six Sigma project 1.4 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand the utilisation of Six Sigma metrics	2.1 explain how to calculate defects per million opportunities, defects per unit and rolled throughput yield 2.2 explain the utilisation of Z tables in the calculation of the sigma score 2.3 clarify the time period necessary to calculate a meaningful baseline 2.4 explain how to set realistic objectives and targets for the Six Sigma metrics activity 2.5 summarise how data is gathered for inclusion in a metric chart 2.6 explain how a Six Sigma metric chart is constructed 2.7 explain the relationship between 'parts per million', 'defects per million opportunities', Yrt and the sigma score			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand data in Six Sigma metrics	3.1 distinguish between variable and attribute data 3.2 explain why it is advantageous to transform attribute data into variable data 3.3 explain how to transform attribute data into variable data 3.4 clarify the significance of the 1.5S shift, and how it can be utilised to infer long-term metric values			

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(if sampled)

Unit 103: Principles of a Set-up Reduction Programme in Food Operations

Unit reference number: H/601/2980

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of a set-up reduction programme in food 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 a set-up reduction programme 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
<p>1 Understand the implementation and resources for a set-up reduction programme</p>	<p>1.1 explain how the health, safety and hygiene requirements of a work area can influence a set-up reduction</p> <p>1.2 explain the criteria used to select an area/processing activity for a set-up reduction activity</p> <p>1.3 summarise the importance of understanding the food/drink process or activity under review</p> <p>1.4 explain the qualities of the food/drink being processed and how these influence improvement opportunities</p> <p>1.5 justify the people and resources needed to support the set-up reduction activity</p> <p>1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			
<p>2 Understand the requirements and evaluation of a set-up reduction programme</p>	<p>2.1 explain the application of the Deming cycle (plan, do, check, act)</p> <p>2.2 explain the structure and operational requirements of a set-up reduction activity</p> <p>2.3 summarise the improvements to the set-up that can be achieved</p> <p>2.4 explain how to evaluate improvement opportunities</p> <p>2.5 describe how to set quantifiable objectives and targets for the improved set-up</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the communication and utilisation of a set-up reduction programme	3.1 explain the purpose of standard operating procedures (SOPs) and specifications and how useful they are to a set-up reduction activity 3.2 explain the techniques used to visually communicate improvement opportunities 3.3 clarify how root cause analysis can support problem solving 3.4 explain the difference between motion and work 3.5 explain the difference between value adding and non-value adding activities			

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(if sampled)

Unit 104: Principles of Mistake/Error Proofing (Poka Yoke) in Food Operations

Unit reference number: K/601/2981

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of mistake/error proofing (Poka Yoke) in food 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 mistake/error proofing (Poka Yoke) 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
<p>1 Understand the benefits and requirements for mistake/error proofing activity</p>	<p>1.1 explain how the health, safety and hygiene requirements of a work area can influence a mistake/error proofing activity</p> <p>1.2 summarise the main features and benefits of carrying out a mistake/error proofing activity</p> <p>1.3 explain the difference between mistake/error proofing and prevention and detection</p> <p>1.4 summarise the criteria used to select an area/processing activity for a mistake/error proofing activity</p> <p>1.5 explain the importance of understanding the food/drink process or activity to which the mistake/error proofing activity is being applied</p> <p>1.6 explain the qualities of the food being processed and how these influence the selection of the activity</p> <p>1.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the application of mistake/error proofing activity	2.1 explain how mistake/error proofing can lead to zero defects 2.2 clarify the relationship between errors and defects 2.3 summarise the different types and range of mistakes 2.4 explain how defects originate in products or processes 2.5 explain how the role of source inspection contributes to the reduction of defects 2.6 explain how mistake/error proofing (Poka Yoke) tools are applied 2.7 justify the information contained in mistake/error proofing documentation 2.8 explain the analysis and charting methodology used for mistake/error proofing			
3 Understand the utilisation of mistake/error proofing activity	3.1 explain the financial implications of mistake/error proofing projects 3.2 explain the relationship between mistake/error proofing and other continuous improvement processes 3.3 clarify how trials are used to measure the effectiveness of mistake/error proofing projects 3.4 explain the different types and range of mistake proofing devices used 3.5 summarise the roles and responsibilities of individuals within a mistake/error proofing team			

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Unit 105: Principles of a Characteristic Selection Matrix in Food Operations

Unit reference number: M/601/2982

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of a characteristic selection matrix in food 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 a characteristic selection matrix 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 requirements for a characteristic selection matrix	1.1 explain how the health, safety and hygiene requirements of a work area can influence a characteristic selection matrix 1.2 explain what a characteristic selection matrix is and why we need to produce them 1.3 identify who is best placed within the workplace to create a characteristic selection matrix 1.4 summarise the five-step process used to generate a characteristic selection matrix 1.5 explain the meaning of the term 'customer' when producing a characteristic selection matrix 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand the application of a characteristic selection matrix	2.1 explain the key process output and input variables 2.2 clarify where the characteristic selection matrix appears in the quality function deployment matrix 2.3 distinguish between a characteristic selection matrix and a failure modes and effects analysis 2.4 explain the inter-relationship between Six Sigma process mapping and a characteristic selection matrix			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the utilisation of a characteristic selection matrix	3.1 explain the scoring of a characteristic selection matrix 3.2 explain how a process map links into a characteristic selection matrix 3.3 summarise how the results from a characteristic selection matrix can be utilised 3.4 explain how to prioritise a Six Sigma project team's focus			

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(if sampled)

Unit 106: Principles of Capability Studies in Food Operations

Unit reference number: A/601/2984

QCF level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of capability studies in food 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 capability studies 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 requirements and need for capability studies	1.1 explain how the health, safety and hygiene requirements of a work area can influence capability studies 1.2 explain why we need to assess process capability, and how this affects a Six Sigma project 1.3 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand the application of capability studies	2.1 explain the meaning of the term sigma score (Z) 2.2 explain how the sigma score (Z) is calculated and used to estimate the percentage outside of specification 2.3 clarify what Cp and Cpk are, and explain how are they calculated 2.4 how long-term capability is calculated from short term data 2.5 clarify the number of samples needed for a statistically valid short-term capability study			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the utilisation of capability studies	3.1 explain the meaning of the terms, a population, and, a sample 3.2 explain how to select an appropriate sample size 3.3 summarise how parts per million are calculated 3.4 explain how to calculate mean, median, mode, standard deviation, range, and variance 3.5 clarify how to perform rational sub-grouping			

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Unit 107: Principles of Multi-variance Charts in Food Operations

Unit reference number: F/601/2985

QCF level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of multi-variance charts in food 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 multi-variance charts 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 requirements and benefits of multi-variance charting	1.1 explain how the health, safety and hygiene requirements of a work area can influence multi-variance charting 1.2 justify why we need to carry out multi-variance charting and the potential benefits to be gained 1.3 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand the application of multi-variance charting	2.1 explain how to construct a data demographics form 2.2 explain how to construct a multi-variance chart 2.3 explain how the chart is used to assess within-piece variation, piece-to-piece variation and time-to-time variation 2.4 summarise the amount of data required to draw statistically valid conclusions from the chart			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the utilisation of multi-variance charting	3.1 explain the use of tools in the development of further conclusions, including: <ul style="list-style-type: none"> – Bar charts – Box plots – Histograms – Stem and leaf diagrams – Pareto diagrams – Time-series charts 3.2 summarise the benefits of multi-variance analysis with respect to design of experiments (DOE)			

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(if sampled)

Unit 108: Principles of Hypothesis Testing in Food Operations

Unit reference number: J/601/2986

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of hypothesis testing in food 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 hypothesis testing 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 function and benefits of hypothesis testing	1.1 explain how the health, safety and hygiene requirements of a work area can influence hypothesis testing 1.2 summarise what hypothesis testing is 1.3 explain why hypothesis testing is used in food operations 1.4 explain how hypothesis testing can benefit a Six Sigma improvement project 1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand samples and tests in hypothesis testing	2.1 explain why it is important to identify a suitable sample size 2.2 identify suitable sample sizes and explain how they are calculated 2.3 explain how hypothesis testing is conducted 2.4 summarise how to determine the correct statistic from tests, including: <ul style="list-style-type: none"> – F-test – Chi-Square test – Normality tests – Ttest – Levene’s test – Bartlett’s test – Contingency tables – One-way ANOVA 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand terminology in hypothesis testing	3.1 explain the meaning of the terms 'Alpha risk', 'Beta risk' and 'Delta/Sigma' ratio 3.2 distinguish between practical difference and statistical difference 3.3 explain how to calculate mean, median, mode, standard deviation, range and variance 3.4 distinguish between the terms 'population' and 'sample' 3.5 explain the terms 'null hypothesis' and 'alternate hypothesis'			

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(if sampled)

Unit 109: Principles of Evolutionary Operations (EVOP) in Food Operations

Unit reference number: L/601/2987

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of evolutionary operations (EVOP) in food 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 evolutionary operations (EVOP) 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 benefits and use of EVOP	1.1 explain how the health, safety and hygiene requirements of a work area can influence evolutionary operations 1.2 summarise the advantages and disadvantages of using EVOP 1.3 explain why EVOP is used as an improvement activity 1.4 explain how EVOP can be used to support improvements in food operations 1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the application of EVOP	2.1 explain what is meant by a cycle and a phase 2.2 Summarise the data gathered during an EVOP activity 2.3 explain how EVOP is used in Six Sigma improvement projects 2.4 clarify how, why and when an EVOP should be re-run 2.5 explain what statistics should be calculated in applying EVOP 2.6 explain how to calculate measurements of central tendency and variation 2.7 clarify how sample size selection ensures the statistical validity of an experiment 2.8 explain the significance of delta/sigma ratio, alpha and beta risk to experiments			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the utilisation of EVOP	3.1 explain how EVOP boards are created and used 3.2 explain how to complete cost/benefit analysis within EVOP 3.3 summarise how full factorial, 2k factorial and fractional factorial experiments are used 3.4 clarify how graphs are used to determine main effects and interactions 3.5 explain why it is important to identify suitable optimal conditions 3.6 clarify the use of action plans in helping to ensure optimum conditions are implemented			

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Unit 110: Principles of Central Limit Theorem and Confidence Intervals in Food Operations

Unit reference number: Y/601/2989

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of central limit theorem and confidence intervals in food 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 central limit theorem and confidence intervals 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 function of central limit theorem and confidence intervals	1.1 explain how the health, safety and hygiene requirements of a work area can influence central limit theorem and confidence intervals 1.2 explain what the central limit theorem is and how it can support improvement within food operations 1.3 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			
2 Understand the application of central limit theorem and confidence intervals	2.1 explain what is meant by the standard error of the mean 2.2 clarify how the central limit theorem can be used to reduce measurement error 2.3 explain the number of observations that must be made in order to estimate a population mean when the data is not normally distributed 2.4 explain how the standard error of the mean is calculated 2.5 distinguish between the standard error of the mean and sample size 2.6 explain how central limit theorem is used to reduce measurement system error			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the utilisation of central limit theorem and confidence intervals	3.1 explain how to calculate mean, median, mode, standard deviation, range, variance, Cp and Cpk 3.2 explain how confidence intervals are calculated from the standard confidence interval equations 3.3 summarise the 'mean of means' principle			

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(if sampled)

Unit 111: Principles of Single Minute Exchange of Dies (SMED) in Food Operations

Unit reference number: L/601/2990

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of single minute exchange of dies (SMED) in food 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 single minute exchange of dies (SMED) 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
<p>1 Understand the SMED approach, objective and its contribution to Total Productive Maintenance</p>	<p>1.1 state the name of the person who developed the SMED approach and method</p> <p>1.2 define what the SMED approach aims to achieve in product changeovers</p> <p>1.3 summarise the SMED objective</p> <p>1.4 explain the integral relationship of SMED with Total Productive Maintenance (TPM) as one of the six major losses</p> <p>1.5 outline the four analysis phases of SMED</p>			
<p>2 Understand a changeover operation and techniques considered for SMED analysis</p>	<p>2.1 explain how the health, safety and hygiene requirements of a work area can influence the process of SMED</p> <p>2.2 describe a changeover operation that is considered for SMED analysis</p> <p>2.3 summarise the eight techniques that should be considered in implementing SMED</p> <p>2.4 distinguish between external set-up and internal set-up operations</p> <p>2.5 explain why it is preferable to convert internal set-up to external set-up operations where possible</p> <p>2.6 state the four conceptual stages which SMED improvement should pass through</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to analyse and improve changeovers using SMED	3.1 summarise the seven basic steps to reducing changeover using the SMED system 3.2 summarise the key elements within a changeover operation which would be essential to observe in a SMED analysis 3.3 explain why it is important to record all necessary data during a SMED analysis 3.4 explain why it is necessary to take into account parallel operations in carrying out SMED improvements 3.5 explain what the economic batch quantity ratio is and how this impacts on SMED activity and changeover efficiencies 3.6 describe why it is important to be clear about the levels of authority of personnel linked to SMED improvements			
4 Understand the potential benefits and added value of SMED	4.1 explain what the potential benefits are of using the SMED approach to changeover improvements 4.2 clarify what value added to normal line running operations can be gained from SMED activities			

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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 qualification framework for the Food and Drink Manufacture 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)
4			Level 4 Higher National Certificate Management		Level 4 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)

Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
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): <ul style="list-style-type: none"> • Management pathway • Technical pathway • Supply Chain pathway Level 3 Certificate in Management (QCF)
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	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
						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)
1						Level 1 in Food Manufacture

Annexe B: Quality assurance

Key principles of quality assurance

- a centre delivering Edexcel qualifications must be an Edexcel-recognised centre and must have approval its for qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to 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 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. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

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, 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 offer, 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 action
- 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 should be 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 Equality Act 2010) 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.

Annexe D: Assessment strategy

Assessment Strategy for Improve Proficiency Qualifications IPQs accredited within the Qualifications and Credit Framework (QCF) approved of 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.improvetd.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

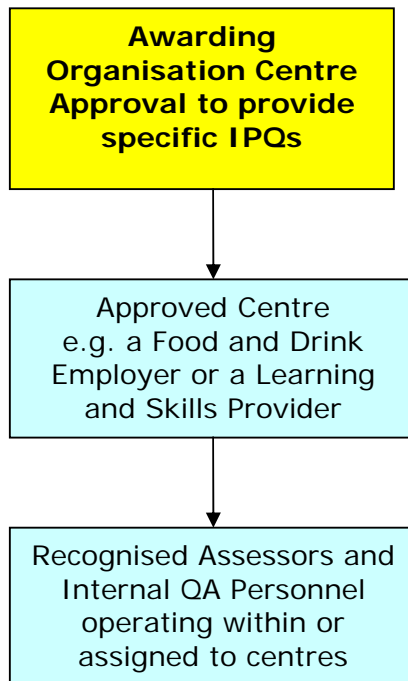
The sector view is that it is important for external quality control to be achieved through an effective external quality sampling process combined with an annual approved centre risk rating system. Primarily, external quality control is aimed at improving internal quality assurance and assessment practice,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

Annexe 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.

Annexe 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.

