

# **Level 3 Award, Certificate and Diploma in Proficiency in Food Manufacturing Excellence (1284)**



## **Qualification handbook for centres**

1284-30 Award: 600/0762/X

1284-31 Certificate: 600/0763/1

1284-32 Diploma: 600/0764/3

---

[www.cityandguilds.com](http://www.cityandguilds.com)  
July 2011  
Version 2 (May 2013)

## About City & Guilds

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

## City & Guilds Group

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

## Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

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

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

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

## Publications

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

## City & Guilds

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)844 543 0000**

**F +44 (0)20 7294 2413**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# Level 3 Award, Certificate and Diploma in Proficiency in Food Manufacturing Excellence (1284)



## Qualification handbook for centres

www.cityandguilds.com  
July 2011  
Version 2 (May 2013)

Qualification title	Number	QAN
Level 3 Award in Proficiency in Food Manufacturing Excellence	1284-30	600/0762/X
Level 3 Certificate in Proficiency in Food Manufacturing Excellence	1284-31	600/0763/1
Level 3 Diploma in Proficiency in Food Manufacturing Excellence	1284-32	600/0764/3

Version and date	Change detail	Section
2.0 May 2013	Correct grouping of Units in RoC	Structure
1.2 Oct 2011	New UANs for units 620, 621, 626, 632, 635	Units
1.1 Sep 2011	Corrected unit 337 title	Units

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)

# Contents

1	Introduction to the qualifications	7
2	Centre requirements	14
3	Course design and delivery	17
4	Assessment	18
5	Units	19
Change Management units		20
Unit 330	Organise and run meetings in food operations	21
Unit 331	Understand how to organise and run meeting in food operations	23
Unit 332	Develop working relationships with colleagues in food operations	25
Unit 333	Plan, allocate and monitor work of a team (MSC Imported)	27
Unit 334	Contribute to continuous improvement of food safety in operations	29
Unit 335	Understand how to contribute to continuous improvement of food safety in operations	31
Unit 336	Contribute to the development of an achieving excellence culture in food operations	33
Unit 337	Understand how to contribute to the development of an achieving excellence culture in food operations	35
Unit 338	Plan organisational change for achieving excellence in food operations	37
Unit 339	Understand how to plan organisational change for achieving excellence in food operations	39
Unit 340	Manage organisational change for achieving excellence in food operations	41
Unit 341	Understand how to manage organisational change for achieving excellence in food operations	43
Unit 342	Provide organisational support for achieving excellence in food operations	45
Unit 343	Understand how to provide organisational support for achieving excellence in food operations	47
Unit 344	Monitor change and improvement for achieving excellence in food operations	49
Unit 345	Understand how to monitor change and improvement for achieving excellence in food operations	51
Unit 346	Review and evaluate organisational change for achieving excellence in food operations	53
Unit 347	Understand how to review and evaluate organisational change for achieving excellence in food operations	55
Unit 348	Contribute to the development of an achieving excellence strategy in food operations	57
Unit 349	Understand how to contribute to the development of an achieving excellence strategy in food operations	59
Unit 350	Identify learning and skills needs for achieving excellence in food operations	61

<b>Unit 351</b>	<b>Understand how to identify learning and skills needs for achieving excellence in food operations</b>	<b>63</b>
<b>Unit 352</b>	<b>Provide coaching and mentoring for achieving excellence in food operations</b>	<b>65</b>
<b>Unit 353</b>	<b>Understand how to provide coaching and mentoring for achieving excellence in food operations</b>	<b>67</b>
<b>Unit 354</b>	<b>Provide training for achieving excellence in food operations</b>	<b>69</b>
<b>Unit 355</b>	<b>Understand how to provide training for achieving excellence in food operations</b>	<b>71</b>
<b>Unit 356</b>	<b>Assess teams and individuals in the achievement of excellence in food operations</b>	<b>73</b>
<b>Unit 357</b>	<b>Understand how to assess teams and individuals in the achievement of excellence in food operations</b>	<b>75</b>
<b>Unit 358</b>	<b>Manage workplace organisation for achieving excellence in food operations</b>	<b>77</b>
<b>Unit 359</b>	<b>Understand how to manage workplace organisation for achieving excellence in food operations</b>	<b>79</b>
<b>Unit 360</b>	<b>Manage compliance to support achieving excellence in food operations</b>	<b>81</b>
<b>Unit 361</b>	<b>Understand how to manage compliance to support achieving excellence in food operations</b>	<b>83</b>
<b>Unit 451</b>	<b>Provide leadership and direction for own area of responsibility (MSC Imported)</b>	<b>85</b>
<b>Unit 646</b>	<b>Understand how to develop working relationships with colleagues in food operations</b>	<b>87</b>
<b>Tools and Techniques units</b>		<b>89</b>
<b>Unit 601</b>	<b>Monitor and control throughput to achieve targets in food operations</b>	<b>90</b>
<b>Unit 602</b>	<b>Understand how to monitor and control throughput to achieve targets in food operations</b>	<b>92</b>
<b>Unit 603</b>	<b>Carry out quality audits in food operations</b>	<b>94</b>
<b>Unit 604</b>	<b>Understand how to carry out quality audits in food operations</b>	<b>96</b>
<b>Unit 605</b>	<b>Control waste minimisation in food operations</b>	<b>98</b>
<b>Unit 606</b>	<b>Understand how to control waste minimisation in a food operations</b>	<b>100</b>
<b>Unit 607</b>	<b>Control water usage in food operations</b>	<b>102</b>
<b>Unit 608</b>	<b>Understand how to control water usage in food operations</b>	<b>104</b>
<b>Unit 609</b>	<b>Control transport efficiency in food operations</b>	<b>106</b>
<b>Unit 610</b>	<b>Understand how to control transport efficiency in food operations</b>	<b>108</b>
<b>Unit 611</b>	<b>Analyse current practice for achieving excellence in food operations</b>	<b>110</b>
<b>Unit 612</b>	<b>Understand how to analyse current practice for achieving excellence in food operations</b>	<b>112</b>
<b>Unit 613</b>	<b>Carry out a Value Stream Mapping (VSM) programme in food operations</b>	<b>114</b>
<b>Unit 614</b>	<b>Understand how to carry out Value Stream Mapping (VSM) in food operations</b>	<b>116</b>
<b>Unit 615</b>	<b>Implement visual management systems in food operations</b>	<b>118</b>
<b>Unit 616</b>	<b>Understand how to apply visual management systems in food operations</b>	<b>120</b>
<b>Unit 617</b>	<b>Diagnose problems in food operations</b>	<b>122</b>
<b>Unit 618</b>	<b>Understand how to diagnose problems in food operations</b>	<b>124</b>

<b>Unit 619</b>	<b>Analyse and select areas for achieving excellence in food operations</b>	<b>126</b>
<b>Unit 620</b>	<b>Understand how to analyse and select areas for achieving excellence in food operations</b>	<b>128</b>
<b>Unit 621</b>	<b>Apply failure modes and effects analysis in food operations</b>	<b>130</b>
<b>Unit 622</b>	<b>Understand how to carry out Failure Modes and Effects Analysis (FMEA) in food operations</b>	<b>132</b>
<b>Unit 623</b>	<b>Resolve problems in food operations</b>	<b>134</b>
<b>Unit 624</b>	<b>Understand how to resolve problems in food operations</b>	<b>136</b>
<b>Unit 625</b>	<b>Plan and agree targets for achieving excellence in food operations</b>	<b>138</b>
<b>Unit 626</b>	<b>Understand how to plan and agree targets for achieving excellence in food operations</b>	<b>140</b>
<b>Unit 627</b>	<b>Implement a problem solving methodology for achieving excellence in food operations</b>	<b>142</b>
<b>Unit 628</b>	<b>Understand how implement a problem solving methodology for achieving excellence in food operations</b>	<b>144</b>
<b>Unit 629</b>	<b>Implement improvement programmes for achieving excellence in food operations</b>	<b>146</b>
<b>Unit 630</b>	<b>Understand how to implement improvement programmes for achieving excellence in food operations</b>	<b>148</b>
<b>Unit 631</b>	<b>Implement a set-up reduction programme for achieving excellence in food operations</b>	<b>150</b>
<b>Unit 632</b>	<b>Understand how to implement a set-up reduction programme for achieving excellence in food operations</b>	<b>152</b>
<b>Unit 633</b>	<b>Implement mistake/error proofing (Poka Yoke) for achieving excellence in food operations</b>	<b>154</b>
<b>Unit 634</b>	<b>Understand how to carry out mistake/error proofing (Poka Yoke) for achieving excellence in food operations</b>	<b>156</b>
<b>Unit 635</b>	<b>Measure and collect data for achieving excellence in food operations</b>	<b>158</b>
<b>Unit 636</b>	<b>Understand how to measure and collect data for achieving excellence in food operations</b>	<b>160</b>
<b>Unit 637</b>	<b>Analyse improvement outcomes for achieving excellence in food operations</b>	<b>162</b>
<b>Unit 638</b>	<b>Understand how to analyse improvement outcomes for achieving excellence in food operations</b>	<b>164</b>
<b>Unit 639</b>	<b>Review improvement activities for achieving excellence in food operations</b>	<b>166</b>
<b>Unit 640</b>	<b>Understand how to review improvement activities for achieving excellence in food operations</b>	<b>168</b>
<b>Unit 641</b>	<b>Evaluate improvement activities for achieving excellence in food operations</b>	<b>170</b>
<b>Unit 642</b>	<b>Understand how to evaluate improvement activities for achieving excellence in food operations</b>	<b>172</b>
<b>Unit 643</b>	<b>Sustain improvement for achieving excellence in food operations</b>	<b>174</b>
<b>Unit 644</b>	<b>Understand how to sustain improvement for achieving excellence in food operations</b>	<b>176</b>
<b>Unit 645</b>	<b>Control energy efficiency in food operations</b>	<b>178</b>
<b>Food Manufacturing Excellence Knowledge units</b>		<b>181</b>
<b>Unit 301</b>	<b>Principles of sustainability in food operations</b>	<b>182</b>

<b>Unit 302</b>	<b>Principles of improvement in food operations</b>	<b>184</b>
<b>Unit 303</b>	<b>Principles of continuous improvement techniques (Kaizen) in food operations</b>	<b>186</b>
<b>Unit 304</b>	<b>Principles of flow process analysis in food operations</b>	<b>188</b>
<b>Unit 305</b>	<b>Principles of Measurement System Analysis (MSA) in food operations</b>	<b>190</b>
<b>Unit 306</b>	<b>Principles of lead time analysis in food operations</b>	<b>192</b>
<b>Unit 307</b>	<b>Principles of basic statistical analysis in food operations</b>	<b>194</b>
<b>Unit 308</b>	<b>Principles of Taguchi Linear graphs in food operations</b>	<b>196</b>
<b>Unit 309</b>	<b>Principles of flexible production and manpower systems in food operations</b>	<b>198</b>
<b>Unit 310</b>	<b>Principles of Statistical Process Control procedures (SPC) in food operations</b>	<b>201</b>
<b>Unit 311</b>	<b>Principles of Design of Experiments (DOE) in food operations</b>	<b>204</b>
<b>Unit 312</b>	<b>Principles of Quality Function Deployment (QFD) in food operations</b>	<b>206</b>
<b>Unit 313</b>	<b>Principles of response surface methodology in food operations</b>	<b>208</b>
<b>Unit 314</b>	<b>Principles of Value Stream Mapping (VSM) in food operations</b>	<b>210</b>
<b>Unit 315</b>	<b>Principles of visual management systems in food operations</b>	<b>212</b>
<b>Unit 316</b>	<b>Principles of analysing and selecting areas for achieving excellence in food operations</b>	<b>215</b>
<b>Unit 317</b>	<b>Principles of Failure Modes and Effects Analysis (FMEA) in food operations</b>	<b>217</b>
<b>Unit 318</b>	<b>Principles of Six Sigma process mapping in food operations</b>	<b>219</b>
<b>Unit 319</b>	<b>Principles of Six Sigma methodology in food operations</b>	<b>221</b>
<b>Unit 320</b>	<b>Principles of Six Sigma metrics in food operations</b>	<b>223</b>
<b>Unit 321</b>	<b>Principles of a set-up reduction programme in food operations</b>	<b>225</b>
<b>Unit 322</b>	<b>Principles of mistake/error proofing (Poka Yoke) in food operations</b>	<b>227</b>
<b>Unit 323</b>	<b>Principles of a characteristic selection matrix in food operations</b>	<b>229</b>
<b>Unit 324</b>	<b>Principles of capability studies in food operations</b>	<b>231</b>
<b>Unit 325</b>	<b>Principles of multi-variance charts in food operations</b>	<b>233</b>
<b>Unit 326</b>	<b>Principles of hypothesis testing in food operations</b>	<b>235</b>
<b>Unit 327</b>	<b>Principles of evolutionary operations (EVOP) in food operations</b>	<b>237</b>
<b>Unit 328</b>	<b>Principles of central limit theorem and confidence intervals in food operations</b>	<b>239</b>
<b>Unit 329</b>	<b>Principles of Single Minute Exchange of Dies (SMED) in food operations</b>	<b>241</b>
<b>Unit 362</b>	<b>The principles of HACCP for Food Manufacturing</b>	<b>243</b>
<b>Unit 440</b>	<b>Principles of change project management in food operations</b>	<b>245</b>
<b>Unit 441</b>	<b>Principles of an achieving excellence strategy in food operations</b>	<b>247</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>249</b>



# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Registration and certification
Level 3 Award in Proficiency in Food Manufacturing Excellence	1284-30	600/0762/X	Consult the Walled Garden/Online Catalogue for last dates
Level 3 Certificate in Proficiency in Food Manufacturing Excellence	1284-31	600/0763/1	
Level 3 Diploma in Proficiency in Food Manufacturing Excellence	1284-32	600/0764/3	

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 the 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.

For the first time, these qualifications offer food manufacturers a unique blend of change management/team working competencies and improvement tools and techniques. Change management sits at the heart of Lean manufacturing where communication, behaviour and team working perform together to create a sustainable continuous improvement culture. These qualifications also offer individuals the opportunity to develop their knowledge around the tools and techniques.

## 1.1 Qualification structure

The tables below indicate the rules of combination needed to achieve the **Level 3 Award, Certificate and Diploma in Proficiency in Food Manufacturing Excellence**.

	Award	Certificate	Diploma
Total credits required for qualification	10-12	27-36	37-67
Guided learning hours range (min-max)	25-74	75-214	85-261
Group A - Change Management units (min)	Mandatory 4-6	Mandatory 12-18	Mandatory 17+
Group B - Tools and Techniques units	Mandatory 4-6	Mandatory 12-18	Mandatory 17+
Group C - Food Manufacturing Excellence Knowledge units (min)	Optional 2-3	Optional 2-7	Optional 2-18

### Level 3 Award in Proficiency in Food Manufacturing Excellence (1284-30)

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.

### Level 3 Certificate in Proficiency in Food Manufacturing Excellence (1284-31)

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.

### Level 3 Diploma in Proficiency in Food Manufacturing Excellence (1284-32)

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 - minimum of 17 credits
- Group B - 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.

City & Guilds unit	Title	QCF unit number	Credit value	GLH	Level
<b>Group A</b>	<b>Change Management</b>				
330	Organise and run meetings in food operations	A/602/5556	2	9	3
331	Understand how to organise and run meeting in food operations	F/602/5557	2	14	3
332	Develop working relationships with colleagues in food operations	M/602/6302	3	15	3
333	Plan, allocate and monitor work of a team (MSC Imported)	Y/600/9669	5	25	3
334	Contribute to continuous improvement of food safety in operations	R/602/5627	3	20	3
335	Understand how to contribute to continuous improvement of food safety in operations	Y/602/5628	4	30	3
336	Contribute to the development of an achieving excellence culture in food operations	T/602/5071	3	9	3
337	Understand how to contribute to the development of an achieving excellence culture in food operations	A/602/5072	3	18	3

City & Guilds unit	Title	QCF unit number	Credit value	GLH	Level
338	Plan organisational change for achieving excellence in food operations	F/602/5073	4	16	3
339	Understand how to plan organisational change for achieving excellence in food operations	J/602/5074	3	14	3
340	Manage organisational change for achieving excellence in food operations	L/602/5075	4	21	3
341	Understand how to manage organisational change for achieving excellence in food operations	R/602/5076	3	17	3
342	Provide organisational support for achieving excellence in food operations	Y/602/5077	2	12	3
343	Understand how to provide organisational support for achieving excellence in food operations	D/602/5078	3	15	3
344	Monitor change and improvement for achieving excellence in food operations	D/602/5629	3	11	3
345	Understand how to monitor change and improvement for achieving excellence in food operations	Y/602/5631	2	12	3
346	Review and evaluate organisational change for achieving excellence in food operations	D/602/5632	3	14	3
347	Understand how to review and evaluate organisational change for achieving excellence in food operations	H/602/5633	3	18	3
348	Contribute to the development of an achieving excellence strategy in food operations	K/602/5634	2	11	3
349	Understand how to contribute to the development of an achieving excellence strategy in food operations	M/602/5635	2	12	3
350	Identify learning and skills needs for achieving excellence in food operations	T/602/5023	2	9	3
351	Understand how to identify learning and skills needs for achieving excellence in food operations	A/602/5024	2	9	3
352	Provide coaching and mentoring for achieving excellence in food operations	F/602/5025	3	15	3
353	Understand how to provide coaching and mentoring for achieving excellence in food operations	J/602/5026	3	14	3
354	Provide training for achieving excellence in food operations	L/602/5027	3	13	3
355	Understand how to provide training for achieving excellence in food operations	R/602/5028	2	11	3
356	Assess teams and individuals in the achievement of excellence in food operations	Y/602/5029	3	13	3
357	Understand how to assess teams and individuals in the achievements of excellence in food operations	L/602/5030	2	13	3

City & Guilds unit	Title	QCF unit number	Credit value	GLH	Level
358	Manage workplace organisation for achieving excellence in food operations	R/602/5031	3	11	3
359	Understand how to manage workplace organisation for achieving excellence in food operations	Y/602/5032	2	13	3
360	Manage compliance to support achieving excellence in food operations	D/602/5033	2	10	3
361	Understand how to manage compliance to support achieving excellence in food operations	H/602/5034	2	16	3
451	Provide leadership and direction for own area of responsibility (MSC Imported)	T/600/9601	5	30	4
646	Understand how to develop working relationships with colleagues in food operations	A/602/6304	2	12	3
<b>Group B</b>	<b>Tools &amp; Techniques</b>				
601	Monitor and control throughput to achieve targets in food operations	F/602/4697	2	9	3
602	Understand how to monitor and control throughput to achieve targets in food operations	J/602/4698	3	15	3
603	Carry out quality audits in food operations	L/602/4699	3	9	3
604	Understand how to carry out quality audits in food operations	T/602/4700	3	15	3
605	Control waste minimisation in food operations	F/602/4702	3	16	3
606	Understand how to control waste minimisation in food operations	J/602/4703	3	24	3
607	Control water usage in food operations	L/602/4704	3	16	3
608	Understand how to control water usage in food operations	R/602/4705	3	25	3
609	Control transport efficiency in food operations	Y/602/4706	3	16	3
610	Understand how to control transport efficiency in food operations	D/602/4707	3	25	3
611	Analyse current practice for achieving excellence in food operations	F/602/4621	3	20	3
612	Understand how to analyse current practice for achieving excellence in food operations	J/602/4622	2	15	3
613	Carry out value stream mapping (VSM) programme in food operations	L/602/4623	4	22	3
614	Understand how to carry out value stream mapping (VSM) programme in food operations	R/602/4624	3	17	3
615	Implement visual management systems in food operations	Y/602/4625	4	21	3
616	Understand how to apply visual management systems in food operations	D/602/4626	2	15	3

City & Guilds unit	Title	QCF unit number	Credit value	GLH	Level
617	Diagnose problems in food operations	A/602/4617	3	14	3
618	Understand how to diagnose problems in food operations	F/602/4618	3	16	3
619	Analyse and select areas for achieving excellence in food operations	H/602/4627	3	10	3
620	Understand how to analyse and select areas for achieving excellence in food operations	R/503/5838	3	16	3
621	Apply failure modes and effects analysis in food operations	L/503/5837	4	20	3
622	Understand how to apply Failure Modes and Effect Analysis (FMEA) in food operations	H/602/4630	2	11	3
623	Resolve problems in food operations	J/602/4619	3	16	3
624	Understand how to resolve problems in food operations	A/602/4620	4	22	3
625	Plan and agree targets for achieving excellence in food operations	K/602/4631	4	18	3
626	Understand how to plan and agree targets for achieving excellence in food operations	J/503/5836	2	13	3
627	Implement a problem solving methodology for achieving excellence in food operations	T/602/4633	4	19	3
628	Understand how to implement a problem solving methodology for achieving excellence in food operations	A/602/4634	2	12	3
629	Implement an improvement programme for achieving excellence in food operations	F/602/4649	4	19	3
630	Understand how to implement an improvement programme for achieving excellence in food operations	T/602/4650	2	12	3
631	Implement a set in reduction programme for achieving excellence in food operations	A/602/4651	4	20	3
632	Understand how to implement a set-up reduction programme for achieving excellence in food operations	F/503/5835	2	13	3
633	Implement mistake/error proofing (Poka yoke) for achieving excellence in food operations	J/602/4653	3	15	3
634	Understand how to implement mistake/error proofing (Poka yoke) for achieving excellence in food operations	L/602/4654	3	18	3
635	Measure and collect data for achieving excellence in food operations	Y/503/5839	4	18	3
636	Understand how to measure and collect data for achieving excellence in food operations	Y/602/4656	3	15	3
637	Analyse improvement outcomes for achieving excellence in food operations	D/602/4657	4	17	3
638	Understand how to analyse improvement outcomes for achieving excellence in food operations	H/602/4658	2	11	3

City & Guilds unit	Title	QCF unit number	Credit value	GLH	Level
639	Review improvement activities for achieving excellence in food operations	K/602/4659	4	15	3
640	Understand how to review improvement activities for achieving excellence in food operations	H/602/4692	2	11	3
641	Evaluate improvement activities for achieving excellence in food operations	K/602/4693	3	17	3
642	Understand how to evaluate improvement activities for achieving excellence in food operations	M/602/4694	3	11	3
643	Sustain improvement activities for achieving excellence in food operations	T/602/4695	3	15	3
644	Understand how to sustain improvement activities for achieving excellence in food operations	A/602/4696	2	9	3
645	Control energy efficiency in food operations	A/602/4701	3	13	3
<b>Group C</b>	<b>Food Manufacturing Excellence Knowledge</b>				
301	Principles of sustainability in food operations	L/601/2701	4	34	3
302	Principles of improvement in food operations	A/601/2953	3	16	3
303	Principles of continuous improvement techniques (Kaizen) in food operations	F/601/2954	3	15	3
304	Principles of flow process analysis in food operations	J/601/2955	3	19	3
305	Principles of Measurement System Analysis in food operations	D/601/2959	3	16	3
306	Principles of lead time analysis in food operations	Y/601/2961	3	16	3
307	Principles of basic statistical analysis in food operations	H/601/2963	3	18	3
308	Principles of Taguchi Linear graphs in food operations	K/601/2964	3	18	3
309	Principles of flexible production and manpower systems in food operations	T/601/2966	4	25	3
310	Principles of statistical process control procedures (SPC) in food operations	F/601/2968	3	21	3
311	Principles of Design of Experiments (DOE) in food operations	J/601/2969	3	16	3
312	Principles of Quality Function Deployment (QFD) in food operations	A/601/2970	4	21	3
313	Principles of response surface methodology in food operations	F/601/2971	3	17	3
314	Principles of value stream mapping (VSM) in food operations	L/601/2973	3	18	3
315	Principles of visual management systems in food operations	R/601/2974	3	19	3

City & Guilds unit	Title	QCF unit number	Credit value	GLH	Level
316	Principles of analysing and selecting areas for achieving excellence in food operations	Y/601/2975	2	12	3
317	Principles of Failure Modes and Effects Analysis (FMEA) in food operations	D/601/2976	2	12	3
318	Principles of Six Sigma process mapping in food operations	H/601/2977	3	18	3
319	Principles of Six Sigma methodology in food operations	K/601/2978	3	17	3
320	Principles of Six Sigma metrics in food operations	M/601/2979	4	22	3
321	Principles of a set up reduction programme in food operations	H/601/2980	4	22	3
322	Principles of mistake/error proofing (Poka yoke) in food operations	K/601/2981	3	20	3
323	Principles of a characteristics selection matrix in food operations	M/601/2982	3	19	3
324	Principles of capability studies in food operations	A/601/2984	4	22	3
325	Principles of multi variance charts in food operations	F/601/2985	3	17	3
326	Principles of hypothesis testing in food operations	J/601/2986	3	22	3
327	Principles of evolutionary operations (EVOP) in food operations	L/601/2987	3	22	3
328	Principles of central limit theorem and confidence intervals in food operations	Y/601/2989	3	20	3
329	Principles of Single Minute Exchange of Dies (SMED) in food operations	L/601/2990	3	22	3
362	Principles of HACCP for food manufacturing	Y/600/2382	3	20	3
440	Principles of change project management in food operations	A/601/9689	4	35	4
441	Principles of an achieving excellence strategy in food operations	L/602/2001	4	25	4

## 1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to Level 4 qualifications in the same subject.

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

There is **no** fast track approval provision for this qualification.

Existing centres wishing to offer this qualification must use the **standard** Qualification Approval Process.

### 2.1 Resource requirements

#### Physical resources and site agreements

It is acceptable for centres to use specially designated areas within a centre to assess. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions.

#### Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the areas of Food Manufacturing Excellence for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

### 2.2 Assessors and internal verifiers

The following guidance is taken from the Improve Assessment Strategy for Proficiency Qualifications.

#### 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. They do not need to hold the assessor unit qualification A1, but must demonstrate understanding of the principles and practices of the assessment process. This may in part be demonstrated for example, 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. Assessors with previous unit achievement of A1, D32 and/or D33 satisfy requirements, provided evidence of continuous professional development has updated workplace assessment practice. 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 nine months and have clear development goals set for achieving recognition and competence.

### **Occupational competence of internal verifiers**

Approved centres appoint internal verifiers and their role is to ensure consistency and quality of assessment within the centre. The internal verifier will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

For assessments and verification to be considered valid, the internal verifier must meet the following requirements:

- Demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the sector area(s) concerned, to the satisfaction of the Awarding organisation. Relevant knowledge and understanding of the workplace areas to be sampled during verification is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal verification and assessment. They do not need to hold the unit qualification V1 but must be able to understand the principles and practices of internal verification. This may in part be demonstrated for example, by the outcomes of formal training in assessment and verification techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Verifiers with previous unit achievement of V1 or D34 satisfy requirements, provided evidence of continuous professional development has updated verification practice. Recognition of internal verifiers 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 and developments in the qualifications they verify.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and verification decisions is concerned.

- Operate safely as an internal verifier in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

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

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.3 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

### **Age restrictions**

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

### **Other legal considerations**

There are no legal considerations

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- Any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- Any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

- a portfolio of evidence for **each** unit.

#### Time constraints

All portfolio evidence must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

### 4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

### 4.3 Recognition of Prior Learning (RPL)

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

## 5 Units

### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks (where appropriate)
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

# **Change Management units**

**Level:** 3  
**Credit value:** 2  
**UAN:** A/602/5556

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to plan to lead meetings
2. Be able to lead meetings
3. Be able to contribute to meetings

**Guided learning hours**

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PL.206S Organise and run meetings in food manufacture.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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

# **Unit 330            Organise and run meetings in food operations**

## **Assessment criteria**

### **Outcome 1    Be able to plan to lead meetings**

The learner can:

- 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.

### **Outcome 2    Be able to lead meetings**

The learner can:

- 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 focussed, 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.

### **Outcome 3    Be able to contribute to meetings**

The learner can:

- 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.



## Unit 331

## Understand how to organise and run meeting in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** F/602/5557

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know how to plan and organise meetings in food manufacture
2. Know how to organise meetings in food manufacture
3. Know how to run meetings in food manufacture
4. Know how to control meetings in food manufacture

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PL.207K Understand how to organise and run meetings in food manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 331                      Understand how to organise and run meeting in food operations**

## **Assessment criteria**

### **Outcome 1      Know how to plan and organise meetings in food manufacture**

The learner can:

- 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.

### **Outcome 2      Know how to organise meetings in food manufacture**

The learner can:

- 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.

### **Outcome 3      Know how to run meetings in food manufacture**

The learner can:

- 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.

### **Outcome 4      Know how to control meetings in food manufacture**

The learner can:

- 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.

## Unit 332

## Develop working relationships with colleagues in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** M/602/6302

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to establish working relationships with food operations colleagues
2. Be able to display professional and respectful behaviour when working with food operations colleagues
3. Be able to communicate effectively with food operations colleagues
4. Be able to identify colleague's food operations-related difficulties and seek solutions

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PL.208S Develop working relationships with colleagues in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

This unit is designed to assess the skills of learners in the food operations workplace, developing working relationship 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. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

## **Unit 332                      Develop working relationships with colleagues in food operations**

### Assessment criteria

#### **Outcome 1      Be able to establish working relationships with food operations colleagues**

The learner can:

- 1.1    identify colleagues within their own and other organisations
- 1.2    identify and agree the roles and responsibilities for colleagues.

#### **Outcome 2      Be able to display professional and respectful behaviour when working with food operations colleagues**

The learner can:

- 2.1    behave in a professional manner with colleagues
- 2.2    show respect and understanding for colleagues.

#### **Outcome 3      Be able to communicate effectively with food operations colleagues**

The learner can:

- 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.

#### **Outcome 4      Be able to identify colleague's food operations-related difficulties and seek solutions**

The learner can:

- 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.

## Unit 333

## Plan, allocate and monitor work of a team (MSC Imported)

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/600/9669

### Unit aim

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

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to plan work for a team
2. Be able to allocate work across a team
3. Be able to manage team members to achieve team objectives
4. Be able to monitor and evaluate the performance of team members
5. Be able to improve the performance of a team

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

## **Unit 333                      Plan, allocate and monitor work of a team (MSC Imported)**

### **Assessment criteria**

#### **Outcome 1      Be able to plan work for a team**

The learner can:

- 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.

#### **Outcome 2      Be able to allocate work across a team**

The learner can:

- 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.

#### **Outcome 3      Be able to manage team members to achieve team objectives**

The learner can:

- 3.1    support all team members in order to achieve team objectives.

#### **Outcome 4      Be able to monitor and evaluate the performance of team members**

The learner can:

- 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.

#### **Outcome 5      Be able to improve the performance of a team**

The learner can:

- 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.

## Unit 334

## Contribute to continuous improvement of food safety in operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/602/5627

### Unit aim

This unit supports workforce development for those who contribute to continuous improvement of food safety 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 determine competent performance to recognised National Occupational Standards.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to contribute to improving food safety
2. Be able to comply with food safety standards and procedures

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.109S Contribute to continuous improvement of food safety in manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 334                      Contribute to continuous improvement of food safety in operations**

### Assessment criteria

#### **Outcome 1      Be able to contribute to improving food safety**

The learner can:

- 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.

#### **Outcome 2      Be able to comply with food safety standards and procedures**

The learner can:

- 2.1    interpret food safety standards
- 2.2    comply with new standards and procedures.



## Unit 335

## Understand how to contribute to continuous improvement of food safety in operations

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/5628

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know about food safety management procedures
2. Know the checks and reporting procedures to control food safety
3. Know how to contribute to food safety management

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FS.110K Understand food safety management procedures in manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 335                      Understand how to contribute to continuous improvement of food safety in operations**

## **Assessment criteria**

### **Outcome 1      Know about food safety management procedures**

The learner can:

- 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.

### **Outcome 2      Know the checks and reporting procedures to control food safety**

The learner can:

- 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.

### **Outcome 3      Know how to contribute to food safety management**

The learner can:

- 3.1    describe the corrective action to reduce, control or eliminate food safety hazards, to include:
  - microbiological
  - chemical
  - physical
  - substances that cause allergic reactions
- 3.2    explain why it is important to contribute to the process of continuous improvement.

## Unit 336

## Contribute to the development of an achieving excellence culture in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** T/602/5071

### Unit aim

This unit supports workforce development for those who 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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to take action and communicate cultural behaviours in achieving excellence
2. Be able to contribute to value systems and monitor cultural values in achieving excellence

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2205 Contribute to the development of an achieving excellence culture in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

This unit is designed to assess the skills of learners in the workplace, contributing to developing an achieving excellence culture. 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.

## Unit 336

# Contribute to the development of an achieving excellence culture in food operations

### Assessment criteria

#### **Outcome 1    Be able to take action and communicate cultural behaviours in achieving excellence**

The learner can:

- 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.

#### **Outcome 2    Be able to contribute to value systems and monitor cultural values in achieving excellence**

The learner can:

- 2.1 provide feedback on:
  - 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.

## Unit 337

## Understand how to contribute to the development of an achieving excellence culture in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** A/602/5072

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how organisational and cultural values affect achieving excellence
2. Know how to contribute to value systems and monitor cultural values in achieving excellence
3. Know how to review and communicate about value systems

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.211K Understand how to contribute to the development of an achieving excellence culture in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 337**

# **Understand how to contribute to the development of an achieving excellence culture in food operations**

### Assessment criteria

#### **Outcome 1 Know how organisational and cultural values affect achieving excellence**

The learner can:

- 1.1 outline the purpose and objectives of the achieving excellence strategy
- 1.2 explain where and how to confirm the values and assumptions which underpin the achieving excellence strategy
- 1.3 summarise own company policy or protocol for values and behaviours
- 1.4 explain how workplace culture can support organisational success and improvement
- 1.5 summarise the internal factors which most influence organisational culture
- 1.6 clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved.

#### **Outcome 2 Know how to contribute to value systems and monitor cultural values in achieving excellence**

The learner can:

- 2.1 explain how to motivate colleagues and counter negativity that adversely impacts on workplace culture
- 2.2 explain how to deal with conflict about agreed values and find practical ways around barriers and obstacles
- 2.3 summarise ways of creating a sense of common purpose
- 2.4 explain how to prioritise time to support others.

#### **Outcome 3 Know how to review and communicate about value systems**

The learner can:

- 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.

## Unit 338

## Plan organisational change for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** F/602/5073

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for planned organisational change
2. Be able to develop plans for organisational change
3. Be able to communicate plans for organisational change
4. Be able to monitor plans for organisational change

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit Q1.2225 Plan organisational change for achieving excellence culture in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 338                      Plan organisational change for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1      Be able to prepare for planned organisational change**

The learner can:

- 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.

#### **Outcome 2      Be able to develop plans for organisational change**

The learner can:

- 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.

#### **Outcome 3      Be able to communicate plans for organisational change**

The learner can:

- 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.

#### **Outcome 4      Be able to monitor plans for organisational change**

The learner can:

- 4.1 develop plans for monitoring and assessing progress
- 4.2 review compliance levels and targets.



## Unit 339

# Understand how to plan organisational change for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** J/602/5074

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare for planned organisational change
2. Know how to develop plans for organisational change
3. Know how to communicate plans for organisational change

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.223K Understand how to plan organisational change for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 339

# Understand how to plan organisational change for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to prepare for planned organisational change**

The learner can:

- 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.

#### **Outcome 2 Know how to develop plans for organisational change**

The learner can:

- 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.

#### **Outcome 3 Know how to communicate plans for organisational change**

The learner can:

- 3.1 differentiate between formal and informal channels of communication
- 3.2 summarise consultation arrangements that are best suited to implementing achieving excellence.

## Unit 340

## Manage organisational change for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** L/602/5075

### Unit aim

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.

### Learning outcomes

There is **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for managing organisational change
2. Be able to manage organisational change
3. Be able to communicate plans for organisational change
4. Be able to monitor plans for organisational change

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 340

# Manage organisational change for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to prepare for managing organisational change**

The learner can:

- 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.

#### **Outcome 2 Be able to manage organisational change**

The learner can:

- 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.

#### **Outcome 3 Be able to communicate plans for organisational change**

The learner can:

- 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.

#### **Outcome 4 Be able to monitor plans for organisational change**

The learner can:

- 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.

## Unit 341

# Understand how to manage organisational change for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/602/5076

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare for managing organisational change
2. Know how to manage organisational change
3. Know how to review and communicate organisational change

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.225K Understand how to manage organisational change for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 341      Understand how to manage organisational change for achieving excellence in food operations**

## **Assessment criteria**

### **Outcome 1      Know how to prepare for managing organisational change**

The learner can:

- 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 summarise business and operational critical activities and their interdependencies
- 1.4 assess those factors that need to be changed along with the associated priorities and reasons
- 1.5 define the theory and application of the change/performance curve
- 1.6 summarise stakeholder and line management expectations and how they influence the process.

### **Outcome 2      Know how to manage organisational change**

The learner can:

- 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.

### **Outcome 3      Know how to review and communicate organisational change**

The learner can:

- 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.

## Unit 342

## Provide organisational support for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** Y/602/5077

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to plan to support and monitor an improvement team
2. Be able to support an improvement team

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2275 Provide organisational support for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 342

## Provide organisational support for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to plan to support and monitor an improvement team**

The learner can:

- 1.1 communicate the purpose and objectives of the improvement programme
- 1.2 involve team members in planning how the team will achieve its objectives using recognised improvement techniques.

#### **Outcome 2 Be able to support an improvement team**

The learner can:

- 2.1 encourage and support team members to:
  - implement improvement techniques
  - present their own improvement ideas
  - take the lead when they have knowledge and expertise required to implement techniques
- 2.2 steer the team through difficulties and challenges, including conflict, diversity and inclusion issues within the team
- 2.3 encourage and recognise creativity and innovation within the team
- 2.4 advise, support and coach team members to ensure the effective implementation of improvement techniques
- 2.5 listen to and feedback on suggested improvements
- 2.6 monitor improvement activities and progress of the team against objectives.



## Unit 343

## Understand how to provide organisational support for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** D/602/5078

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to plan to support and monitor an improvement team
2. Know how to support an improvement team
3. Know how to monitor team performance and provide feedback

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.228K Understand how to provide organisational support for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 343

# Understand how to provide organisational support for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to plan to support and monitor an improvement team**

The learner can:

- 1.1 explain how different improvement techniques benefit from effective team work
- 1.2 summarise the standards of performance for the improvement work.

#### **Outcome 2 Know how to support an improvement team**

The learner can:

- 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.

#### **Outcome 3 Know how to monitor team performance and provide feedback**

The learner can:

- 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.

## Unit 344

## Monitor change and improvement for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** D/602/5629

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for monitoring change and improvement
2. Be able to monitor change and improvement
3. Be able to obtain and provide feedback on monitoring change and improvement.

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit FS.109S Contribute to continuous improvement of food safety in manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 344

# Monitor change and improvement for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to prepare for monitoring change and improvement**

The learner can:

- 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.

#### **Outcome 2 Be able to monitor change and improvement**

The learner can:

- 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.

#### **Outcome 3 Be able to obtain and provide feedback on monitoring change and improvement**

The learner can:

- 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.

## Unit 345

## Understand how to monitor change and improvement for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** Y/602/5631

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare for monitoring change and improvement
2. Know how to monitor change and improvement
3. Know how to obtain and provide feedback on monitoring change and improvement

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.230K Understand how to monitor change and improvement for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 345**

# **Understand how to monitor change and improvement for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1 Know how to prepare for monitoring change and improvement**

The learner can:

- 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.

#### **Outcome 2 Know how to monitor change and improvement**

The learner can:

- 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.

#### **Outcome 3 Know how to obtain and provide feedback on monitoring change and improvement**

The learner can:

- 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.

## Unit 346

## Review and evaluate organisational change for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** D/602/5632

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for review and evaluation of organisational change
2. Be able to review and evaluate organisational change
3. Be able to report the outcomes of review and evaluation

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2315 Review and evaluate organisational change for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 346                      Review and evaluate organisational change for achieving excellence in food operations**

## **Assessment criteria**

### **Outcome 1      Be able to prepare for review and evaluation of organisational change**

The learner can:

- 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.

### **Outcome 2      Be able to review and evaluate organisational change**

The learner can:

- 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.

### **Outcome 3      Be able to report the outcomes of review and evaluation**

The learner can:

- 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.



## Unit 347

# Understand how to review and evaluate organisational change for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/5633

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare for review and evaluation of organisational change
2. Know how to review and evaluate organisational change
3. Know how to report on the outcomes of review and evaluation and receive feedback

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.232K Understand how to review and evaluate organisational change for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 347**

# **Understand how to review and evaluate organisational change for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1 Know how to prepare for review and evaluation of organisational change**

The learner can:

- 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.

#### **Outcome 2 Know how to review and evaluate organisational change**

The learner can:

- 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.

#### **Outcome 3 Know how to report on the outcomes of review and evaluation and receive feedback**

The learner can:

- 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.

## Unit 348

## Contribute to the development of an achieving excellence strategy in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** K/602/5634

### Unit aim

This unit supports workforce development for those who 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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to contribute to identifying improvement opportunities
2. Be able to contribute to strategy development
3. Be able to support the consultation of the strategy

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2335 Contribute to the development of an achieving excellence strategy in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 348**

# **Contribute to the development of an achieving excellence strategy in food operations**

### Assessment criteria

#### **Outcome 1 Be able to contribute to identifying improvement opportunities**

The learner can:

- 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.

#### **Outcome 2 Be able to contribute to strategy development**

The learner can:

- 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.

#### **Outcome 3 Be able to support the consultation of the strategy**

The learner can:

- 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.

## Unit 349

# Understand how to contribute to the development of an achieving excellence strategy in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** M/602/5635

### Unit aim

This unit supports workforce development for those who 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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to contribute to identifying improvement opportunities
2. Know how to contribute to strategy development
3. Know how to communicate the consultation of the strategy

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.234K Understand how to contribute to the development of an achieving excellence strategy in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 349

# Understand how to contribute to the development of an achieving excellence strategy in food operations

### Assessment criteria

#### **Outcome 1 Know how to contribute to identifying improvement opportunities**

The learner can:

- 1.1 outline the purpose and objectives of an achieving excellence strategy
- 1.2 explain the current state of organisational progress within developing or implementing an achieving excellence strategy
- 1.3 state who is responsible for leading, managing and implementing achieving excellence in the organisation
- 1.4 summarise the process and arrangements for involvement in strategy building within own organisation
- 1.5 define the risks and benefits associated with implementation of organisational change and improvement
- 1.6 describe the types of improvement opportunities that exist within own organisation
- 1.7 outline stakeholder and line management expectations and how they influence the process
- 1.8 explain how the actions of others within the supply chain can influence improvement opportunities.

#### **Outcome 2 Know how to contribute to strategy development**

The learner can:

- 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.

#### **Outcome 3 Know how to communicate the consultation of the strategy**

The learner can:

- 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.

## Unit 350

## Identify learning and skills needs for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** T/602/5023

### Unit aim

This unit supports workforce development for those who identify learning and skills needs for 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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to review the current training needs
2. Be able to identify and develop training needs key to achieving excellence

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2365 Identify learning and skills needs for achieving excellence strategy in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 350

# Identify learning and skills needs for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to review the current training needs**

The learner can:

- 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.

#### **Outcome 2 Be able to identify and develop training needs key to achieving excellence**

The learner can:

- 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.



## Unit 351

## Understand how to identify learning and skills needs for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** A/602/5024

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to review the current training needs
2. Know how to identify and develop training needs that are key to achieving excellence

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.237K Understand how to identify learning and skills needs for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 351            Understand how to identify learning and skills needs for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1    Know how to review the current training needs**

The learner can:

- 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:
  - initial assessment
  - learning styles
  - learner needs
  - the language used in information
- 1.6 explain why it is important to promote learning programmes to individuals.

#### **Outcome 2    Know how to identify and develop training needs that are key to achieving excellence**

The learner can:

- 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.

## Unit 352

## Provide coaching and mentoring for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** F/602/5025

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to develop a coaching and mentoring process
2. Be able to set up the mentoring and coaching process
3. Be able to provide coaching and mentoring

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2385 Provide coaching and mentoring for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 352**

# **Provide coaching and mentoring for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1 Be able to develop a coaching and mentoring process**

The learner can:

- 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.

#### **Outcome 2 Be able to set up the mentoring and coaching process**

The learner can:

- 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.

#### **Outcome 3 Be able to provide coaching and mentoring**

The learner can:

- 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.

## Unit 353

## Understand how to provide coaching and mentoring for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** J/602/5026

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to develop a coaching and mentoring process
2. Know how to set up a coaching and mentoring process
3. Know how to provide coaching and mentoring

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.239K Understand how to provide coaching and mentoring for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 353

# Understand how to provide coaching and mentoring for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to develop a coaching and mentoring process**

The learner can:

- 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:
  - health, safety
  - environmental protection legislation
- 1.6 outline the importance of involving other people in the workplace in the mentoring programme.

#### **Outcome 2 Know how to set up a coaching and mentoring process**

The learner can:

- 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.

#### **Outcome 3 Know how to provide coaching and mentoring**

The learner can:

- 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.

## Unit 354

## Provide training for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** L/602/5027

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare and design training to support achieving excellence
2. Be able to deliver training to support achieving excellence
3. Be able to obtain and provide feedback on training

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2405 Provide training for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 354            Provide training for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1    Be able to prepare and design training to support achieving excellence**

The learner can:

- 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.

#### **Outcome 2    Be able to deliver training to support achieving excellence**

The learner can:

- 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.

#### **Outcome 3    Be able to obtain and provide feedback on training**

The learner can:

- 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.



## Unit 355

## Understand how to provide training for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** R/602/5028

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to prepare and design training to support achieving excellence
2. Know how to deliver training to support achieving excellence

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.241K Understand how to provide training for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 355

# Understand how to provide training for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to prepare and design training to support achieving excellence**

The learner can:

- 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.

#### **Outcome 2 Know how to deliver training to support achieving excellence**

The learner can:

- 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.

## Unit 356

## Assess teams and individuals in the achievement of excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/602/5029

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to develop procedures to assess the competence of learner
2. Be able to judge evidence against criteria to make assessment decisions
3. Be able to provide feedback and support to learner on assessment decisions

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2425 Assess teams and individuals in the achievement of excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 356

## Assess teams and individuals in the achievement of excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to develop procedures to assess the competence of learner**

The learner can:

- 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.

#### **Outcome 2 Be able to judge evidence against criteria to make assessment decisions**

The learner can:

- 2.1 use agreed assessment methods to assess the learners' 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.

#### **Outcome 3 Be able to provide feedback and support to learner on assessment decisions**

The learner can:

- 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.

## Unit 357

## Understand how to assess teams and individuals in the achievement of excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** L/602/5030

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to develop procedures to assess the competence of learners
2. Know how to judge evidence against criteria to make assessment decisions
3. Know how to provide feedback and support to learners on assessment decisions

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.243K Understand how to assess teams and individuals in the achievement of excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 357                      Understand how to assess teams and individuals in the achievement of excellence in food operations**

### **Assessment criteria**

#### **Outcome 1            Know how to develop procedures to assess the competence of learners**

The learner can:

- 1.1    outline own organisation's achieving excellence strategy and objectives
- 1.2    explain why assessment is important in delivering the achieving excellence objectives
- 1.3    outline how to measure existing levels of competence
- 1.4    explain the importance of completing assessments of learners' performance and knowledge related to the achieving excellence objectives
- 1.5    describe how to involve learners in planning assessments.

#### **Outcome 2            Know how to judge evidence against criteria to make assessment decisions**

The learner can:

- 2.1    describe how to assess performance against specific parts of a standard or learning outcome
- 2.2    outline the importance of checking that the evidence is the learners' own work
- 2.3    explain how to use language which is appropriate to the competence of learners and does not discriminate against them
- 2.4    identify ways of meeting the assessment needs of different learners
- 2.5    describe the importance of maintaining own competence in contributing to the achieving excellence objectives
- 2.6    summarise how to update own knowledge on current assessment best practice.

#### **Outcome 3            Know how to provide feedback and support to learners on assessment decisions**

The learner can:

- 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.

## Unit 358

## Manage workplace organisation for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/602/5031

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to identify and co-ordinate workplace organisation in the areas of own responsibility
2. Be able to implement improvement to workplace organisation
3. Be able to obtain and provide feedback on workplace organisation

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.245K Understand how to manage workplace organisation for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 358                      Manage workplace organisation for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1      Be able to identify and co-ordinate workplace organisation in the areas of own responsibility**

The learner can:

- 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.

#### **Outcome 2      Be able to implement improvement to workplace organisation**

The learner can:

- 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.

#### **Outcome 3      Be able to obtain and provide feedback on workplace organisation**

The learner can:

- 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.



## Unit 359

# Understand how to manage workplace organisation for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** Y/602/5032

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to identify and co-ordinate workplace organisation in areas of own responsibility
2. Know how to implement improvement to workplace organisation
3. Know how to obtain and provide feedback on workplace organisation

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.245K Understand how to manage workplace organisation for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 359**

# **Understand how to manage workplace organisation for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1 Know how to identify and co-ordinate workplace organisation in areas of own responsibility**

The learner can:

- 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.

#### **Outcome 2 Know how to implement improvement to workplace organisation**

The learner can:

- 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.

#### **Outcome 3 Know how to obtain and provide feedback on workplace organisation**

The learner can:

- 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.

## Unit 360

## Manage compliance to support achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** D/602/5033

### Unit aim

This unit supports workforce development for those who 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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to manage compliance with regulations in the areas of own responsibility
2. Be able to implement improvement to workplace organisation
3. Be able to obtain and provide feedback on compliance

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2465 Manage compliance to support achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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.

## Unit 360

## Manage compliance to support achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to manage compliance with regulations in the areas of own responsibility**

The learner can:

- 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.

#### **Outcome 2 Be able to implement improvement to workplace organisation**

The learner can:

- 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.

#### **Outcome 3 Be able to obtain and provide feedback on compliance**

The learner can:

- 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.

## Unit 361

## Understand how to manage compliance to support achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** H/602/5034

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to manage compliance in own areas of responsibility
2. Know how to implement improvements to workplace organisation
3. Know how to obtain and provide feedback on compliance

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.247K Understand how to manage compliance to support achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 361

# Understand how to manage compliance to support achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to manage compliance in own areas of responsibility**

The learner can:

- 1.1 outline the requirements of specific regulations that apply in own working area, to include:
  - health and safety
  - food safety
  - other organisational procedures
- 1.2 explain the requirements of the regulations for own management role, including:
  - health and safety
  - food safety
  - organisational procedures
- 1.3 outline how to locate regulatory information and workplace procedures
- 1.4 describe how to identify a workplace hazard, dangerous occurrence and hazardous malfunction
- 1.5 explain how to manage processes or procedures that are customer-focussed compliance requirements to meet internal or external standards
- 1.6 summarise own responsibilities for:
  - first aid arrangements and procedures
  - emergency fire and evacuation procedures
  - safe lifting and handling procedures
- 1.7 outline own management responsibilities for identifying, controlling and reducing risk and hazard by monitoring, inspecting, assessing and reporting.

#### **Outcome 2 Know how to implement improvements to workplace organisation**

The learner can:

- 2.1 describe methods for formulating recommendations and implementing change
- 2.2 explain how contribute to the improvement of food safety procedures
- 2.3 summarise how to present recommendations and implement change for compliance.

#### **Outcome 3 Know how to obtain and provide feedback on compliance**

The learner can:

- 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.

## Unit 451

## Provide leadership and direction for own area of responsibility (MSC Imported)

**Level:** 4  
**Credit value:** 5  
**UAN:** T/600/9601

### Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to lead in own area of responsibility.
2. Be able to provide direction and set objectives in own area of responsibility.
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.
4. Be able to assess own leadership performance.

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

## **Unit 451**

## **Provide leadership and direction for own area of responsibility (MSC Imported)**

### **Assessment criteria**

#### **Outcome 1 Be able to lead in own area of responsibility.**

The learner can:

- 1.1 identify own strengths and ability to lead in a leadership role
- 1.2 evaluate strengths within own area of responsibility.

#### **Outcome 2 Be able to provide direction and set objectives in own area of responsibility**

The learner can:

- 2.1 outline direction for own area of responsibility
- 2.2 implement objectives with colleagues that align with those of the organisation.

#### **Outcome 3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement**

The learner can:

- 3.1 communicate the agreed direction to individuals within own area of responsibility
- 3.2 collect feedback to inform improvement.

#### **Outcome 4 Be able to assess own leadership performance**

The learner can:

- 4.1 assess feedback on own leadership performance
- 4.2 evaluate own leadership performance.



## Unit 646

## Understand how to develop working relationships with colleagues in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** A/602/6304

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to establish working relationships with food operations colleagues
2. Understand professional behaviour and its importance when working with food operations colleagues
3. Understand how to communicate effectively with food operations colleagues
4. Be able to identify colleague's food operations-related difficulties and seek solutions

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements. It is recommended that this unit is taken with the relevant occupational skills unit.

## **Unit 646**

# **Understand how to develop working relationships with colleagues in food operations**

### Assessment criteria

#### **Outcome 1 Understand how to establish working relationships with food operations colleagues**

The learner can:

- 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.

#### **Outcome 2 Understand professional behaviour and its importance when working with food operations colleagues**

The learner can:

- 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.

#### **Outcome 3 Understand how to communicate effectively with food operations colleagues**

The learner can:

- 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.

#### **Outcome 4 Be able to identify colleague's food operations-related difficulties and seek solutions**

The learner can:

- 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 promote collaborative working and minimises conflict.

# **Tools and Techniques units**

## Unit 601

## Monitor and control throughput to achieve targets in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** F/602/4697

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to monitor and control throughput to achieve targets
2. Be able to take action to resolve problems affecting volume of throughput

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit Q1.1105 Monitor and control throughput to achieve targets in food manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 601                      Monitor and control throughput to achieve targets in food operations**

## Assessment criteria

### **Outcome 1      Be able to monitor and control throughput to achieve targets**

The learner can:

- 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.

### **Outcome 2      Be able to take action to resolve problems affecting volume of throughput**

The learner can:

- 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.

## Unit 602

# Understand how to monitor and control throughput to achieve targets in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** J/602/4698

### Unit aim

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.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know about the best advice and guidance surrounding monitoring quality
2. Know about monitoring procedures for quality of work
3. Know about monitoring procedures for throughput
4. Know how to record quality of work issues
5. Know about solving problems affecting throughput

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.111K Understand how to monitor quality of work activities in food manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 602**

# **Understand how to monitor and control throughput to achieve targets in food operations**

### Assessment criteria

#### **Outcome 1 Know about the best advice and guidance surrounding monitoring quality**

The learner can:

- 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.

#### **Outcome 2 Know about monitoring procedures for quality of work**

The learner can:

- 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.

#### **Outcome 3 Know about monitoring procedures for throughput**

The learner can:

- 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.

#### **Outcome 4 Know how to record quality of work issues**

The learner can:

- 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.

#### **Outcome 5 Know about solving problems affecting throughput**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** L/602/4699

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for quality audits
2. Be able to audit compliance against quality systems
3. Be able to complete post quality audit actions

**Guided learning hours**

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.1195 Carry out quality audits in food manufacture.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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



## **Unit 603                      Carry out quality audits in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to prepare for quality audits**

The learner can:

- 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.

#### **Outcome 2      Be able to audit compliance against quality systems**

The learner can:

- 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.

#### **Outcome 3      Be able to complete post quality audit actions**

The learner can:

- 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.

## Unit 604

## Understand how to carry out quality audits in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** T/602/4700

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know about quality auditing best practice
2. Know how to communicate audit results and recommendations
3. Know how to interpret and action an auditor's report

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.120K Understand quality audits in food manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 604                      Understand how to carry out quality audits in food operations**

## **Assessment criteria**

### **Outcome 1      Know about quality auditing best practice**

The learner can:

- 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.

### **Outcome 2      Know how to communicate audit results and recommendations**

The learner can:

- 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.

### **Outcome 3      Know how to interpret and action an auditor's report**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** F/602/4702

**Unit aim**

This unit supports workforce development for those who control waste minimisation in food operations. The unit is designed for use primarily by team leader/supervisors and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to maintain measures that support waste minimisation
2. Be able to promote measures that support waste minimisation
3. Be able to promote the development of sustainability through waste minimisation

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SF.1135 Control waste minimisation in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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

## **Unit 605                      Control waste minimisation in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to maintain measures that support waste minimisation**

The learner can:

- 1.1 obtain and interpret organisational sustainability targets for own area of responsibility
- 1.2 ensure production processes and working practices comply with:
  - 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.

#### **Outcome 2      Be able to promote measures that support waste minimisation**

The learner can:

- 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.

#### **Outcome 3      Be able to promote the development of sustainability through waste minimisation**

The learner can:

- 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:
  - at an appropriate time
  - with the right level of detail.

## Unit 606

## Understand how to control waste minimisation in a food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** J/602/4703

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know what the requirements are for minimising waste in a food environment
2. Know how to minimise waste produced by the organisation
3. Know how to promote waste minimisation by the organisation
4. Know how to maintain waste minimisation within the organisation

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SF.114K Understand how to minimise waste in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 606

## Understand how to control waste minimisation in a food operations

### Assessment criteria

#### **Outcome 1 Know what the requirements are for minimising waste in a food environment**

The learner can:

- 1.1 describe the impact of waste on the environment
- 1.2 explain how waste minimisation supports sustainable food manufacture
- 1.3 explain how legislation impacts on the management and disposal of waste
- 1.4 describe the sources of advice and guidance regarding waste reduction
- 1.5 explain why segregation is important in the management of waste.

#### **Outcome 2 Know how to minimise waste produced by the organisation**

The learner can:

- 2.1 describe the organisation's targets for:
  - waste reduction
  - re-use
  - recycling
- 2.2 explain how product and process design can have an impact on the generation of waste
- 2.3 describe the different types of waste generated within own area of responsibility
- 2.4 describe the opportunities available for reducing waste within own area of responsibility
- 2.5 describe the factors that limit recycling and re-use within own area of responsibility
- 2.6 explain how failure to meet organisational quality specifications can impact on waste targets.

#### **Outcome 3 Know how to promote waste minimisation by the organisation**

The learner can:

- 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.

#### **Outcome 4 Know how to maintain waste minimisation within the organisation**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** L/602/4704

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to maintain measures that support sustainable water usage
2. Be able to promote measures that support sustainable water usage
3. Be able to promote the development of sustainable water usage

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SF.115S Control water usage in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

This unit is designed to assess the skills of learners in the workplace, control 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. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.



## **Unit 607                      Control water usage in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to maintain measures that support sustainable water usage**

The learner can:

- 1.1 obtain and interpret organisational sustainability targets for own area of responsibility
- 1.2 ensure production processes and working practices comply with:
  - 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.

#### **Outcome 2      Be able to promote measures that support sustainable water usage**

The learner can:

- 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.

#### **Outcome 3      Be able to promote the development of sustainable water usage**

The learner can:

- 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:
  - at an appropriate time
  - with the right level of detail.

## Unit 608

## Understand how to control water usage in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/602/4705

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know what the requirements are for controlling water usage in food operations
2. Know how to control the use of water within the organisation
3. Know how to promote the efficient use of water within the organisation
4. Know how to maintain efficient water usage measures within the organisation

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SF.116K Understand how to control water usage in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 608                      Understand how to control water usage in food operations**

### Assessment criteria

#### **Outcome 1      Know what the requirements are for controlling water usage in food operations**

The learner can:

- 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.

#### **Outcome 2      Know how to control the use of water within the organisation**

The learner can:

- 2.1 explain how, within the organisation, water is:
  - 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.

#### **Outcome 3      Know how to promote the efficient use of water within the organisation**

The learner can:

- 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.

#### **Outcome 4      Know how to maintain efficient water usage measures within the organisation**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/602/4706

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to maintain measures that support sustainable transport usage
2. Be able to promote measures that support sustainable transport usage
3. Be able to promote the development of sustainable transport

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SF.1175 Control transport efficiency in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

This unit is designed to assess the skills of learners in the workplace, control 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. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

## **Unit 609                      Control transport efficiency in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to maintain measures that support sustainable transport usage**

The learner can:

- 1.1 obtain and interpret organisational sustainability targets for own area of responsibility
- 1.2 ensure working practices comply with:
  - organisational targets
  - quality specifications
  - legal requirements
- 1.3 ensure transportation makes efficient use of resources
- 1.4 monitor the working practices and evaluate energy usage and efficiency.

#### **Outcome 2      Be able to promote measures that support sustainable transport usage**

The learner can:

- 2.1 inform others of their responsibilities in relation to organisational targets that promote transport efficiency
- 2.2 support others to avoid waste
- 2.3 encourage others to overcome barriers and improve working practices and transport efficiency
- 2.4 provide training to encourage transport efficiency.

#### **Outcome 3      Be able to promote the development of sustainable transport**

The learner can:

- 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:
  - at an appropriate time
  - with the right level of detail.

## Unit 610

## Understand how to control transport efficiency in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** D/602/4707

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know what the requirements are for controlling transport efficiency in food operations
2. Know how to control transport efficient within the organisation
3. Know how to promote transport efficiency within the organisation
4. Know how to maintain transport efficiency within the organisation

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SF.118K Understand how to control transport efficiency in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling energy efficiency in food operations. It can be assessed on or off the job. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding. The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

# **Unit 610                      Understand how to control transport efficiency in food operations**

## Assessment criteria

### **Outcome 1      Know what the requirements are for controlling transport efficiency in food operations**

The learner can:

- 1.1    explain how legislation impacts on organisational transport usage
- 1.2    describe the impact of transport on carbon emissions
- 1.3    explain how transport efficiency supports sustainable food manufacture
- 1.4    describe the sources of advice and guidance regarding transport efficiency
- 1.5    describe the environmental, economic and social cost of food miles
- 1.6    explain how food miles are determined.

### **Outcome 2      Know how to control transport efficient within the organisation**

The learner can:

- 2.1    explain how organisational transport efficiency can help reduce the organisation's carbon footprint
- 2.2    describe the opportunities available to an organisation for reducing food miles
- 2.3    describe the organisation's targets and standards for reducing transport usage
- 2.4    describe the measures used within the organisation to reduce transport usage
- 2.5    explain how failure to meet the organisation's quality specifications can impact on transport usage.

### **Outcome 3      Know how to promote transport efficiency within the organisation**

The learner can:

- 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.

### **Outcome 4      Know how to maintain transport efficiency within the organisation**

The learner can:

- 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.

## Unit 611

## Analyse current practice for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** F/602/4621

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for analysis
2. Be able to undertake analysis to identify improvement opportunities
3. Be able to report improvement opportunities

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2485 Analyse current practice for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



# **Unit 611      Analyse current practice for achieving excellence in food operations**

## Assessment criteria

### **Outcome 1      Be able to prepare for analysis**

The learner can:

- 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).

### **Outcome 2      Be able to undertake analysis to identify improvement opportunities**

The learner can:

- 2.1 apply selected improvement technique(s) to collect performance data on work activities including:
  - 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.

### **Outcome 3      Be able to report improvement opportunities**

The learner can:

- 3.1 present findings of analysis
- 3.2 specify improvement opportunities and targets
- 3.3 report on improvement activities.

## Unit 612

## Understand how to analyse current practice for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** J/602/4622

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to prepare for analysis
2. Know how to undertake analysis to identify improvement opportunities

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.249K Understand how to analyse current practice for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 612                      Understand how to analyse current practice for achieving excellence in food operations**

## **Assessment criteria**

### **Outcome 1      Know how to prepare for analysis**

The learner can:

- 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:
  - current practice
  - the improvement programme in achieving excellence
- 1.3 detail the role of analytical techniques in:
  - 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.

### **Outcome 2      Know how to undertake analysis to identify improvement opportunities**

The learner can:

- 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.

## Unit 613

## Carry out a Value Stream Mapping (VSM) programme in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** L/602/4623

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to agree objectives for the value stream mapping programme
2. Be able to initiate a value stream mapping programme
3. Be able to implement a value stream mapping programme

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2605 Carry out a value stream mapping (VSM) programme in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 613                      Carry out a Value Stream Mapping (VSM) programme in food operations**

Assessment criteria

### **Outcome 1      Be able to agree objectives for the value stream mapping programme**

The learner can:

- 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.

### **Outcome 2      Be able to initiate a value stream mapping programme**

The learner can:

- 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.

### **Outcome 3      Be able to implement a value stream mapping programme**

The learner can:

- 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.

## Unit 614

## Understand how to carry out Value Stream Mapping (VSM) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/602/4624

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to initiate a value stream mapping programme
2. Know how to implement a value stream mapping programme
3. Know how to communicate about value stream mapping and improvement opportunities

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.261K Understand how to carry out value stream mapping (VSM) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 614                      Understand how to carry out Value Stream Mapping (VSM) in food operations**

## **Assessment criteria**

### **Outcome 1      Know how to initiate a value stream mapping programme**

The learner can:

- 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.

### **Outcome 2      Know how to implement a value stream mapping programme**

The learner can:

- 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.

### **Outcome 3      Know how to communicate about value stream mapping and improvement opportunities**

The learner can:

- 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.

## Unit 615

## Implement visual management systems in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/4625

### Unit aim

This unit supports workforce development for those who implement visual management systems 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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to agree objectives for visual management systems
2. Be able to initiate visual management systems
3. Be able to implement visual management systems

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2635 Implement visual management systems in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



## **Unit 615          Implement visual management systems in food operations**

### Assessment criteria

#### **Outcome 1      Be able to agree objectives for visual management systems**

The learner can:

- 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.

#### **Outcome 2      Be able to initiate visual management systems**

The learner can:

- 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.

#### **Outcome 3      Be able to implement visual management systems**

The learner can:

- 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.

## Unit 616

## Understand how to apply visual management systems in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** D/602/4626

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare to apply visual management systems
2. Know how to implement visual management systems
3. Know how to monitor visual management systems

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.264K Understand how to apply visual management systems in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 616**

# **Understand how to apply visual management systems in food operations**

### Assessment criteria

#### **Outcome 1 Know how to prepare to apply visual management systems**

The learner can:

- 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.

#### **Outcome 2 Know how to implement visual management systems**

The learner can:

- 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 system
- 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.

#### **Outcome 3 Know how to monitor visual management systems**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** A/602/4617

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to identify problems
2. Be able to diagnose problems
3. Be able to report problems

**Guided learning hours**

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.117S Diagnose problems in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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

# **Unit 617            Diagnose problems in food operations**

## **Assessment criteria**

### **Outcome 1    Be able to identify problems**

The learner can:

- 1.1 identify differences from normal operating conditions quickly
- 1.2 assess the impact of problems
- 1.3 take action to ensure safety of self and colleagues.

### **Outcome 2    Be able to diagnose problems**

The learner can:

- 2.1 check and follow legal or regulatory requirements for:
  - 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.

### **Outcome 3    Be able to report problems**

The learner can:

- 3.1 communicate problems to the relevant person
- 3.2 complete and process all records.

## Unit 618

## Understand how to diagnose problems in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** F/602/4618

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to identify problems
2. Know how to diagnose problems
3. Know how to communicate problems

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.118K Understand how to diagnose problems in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 618                      Understand how to diagnose problems in food operations**

## **Assessment criteria**

### **Outcome 1      Know how to identify problems**

The learner can:

- 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.

### **Outcome 2      Know how to diagnose problems**

The learner can:

- 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.

### **Outcome 3      Know how to communicate problems**

The learner can:

- 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.

## Unit 619

## Analyse and select areas for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/4627

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for analysis
2. Be able to undertake analysis to identify improvement opportunities
3. Be able to select areas for achieving excellence improvement

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.266S Analyse and select areas for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



## **Unit 619      Analyse and select areas for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1      Be able to prepare for analysis**

The learner can:

- 1.1 confirm and agree the defined scope of analysis
- 1.2 obtain information, documentation and resources necessary to support analysis.

#### **Outcome 2      Be able to undertake analysis to identify improvement opportunities**

The learner can:

- 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.

#### **Outcome 3      Be able to select areas for achieving excellence improvement**

The learner can:

- 3.1 evaluate and provisionally select improvement opportunities on a value basis
- 3.2 discuss provisional selections with colleagues and their potential affect 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.

## Unit 620

## Understand how to analyse and select areas for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/503/5838

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare for analysis
2. Know how to undertake analysis to identify improvement opportunities
3. Know how to present the results of analysis and selection of improvement opportunities

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.267K Understand how to analyse and select areas for food excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 620

# Understand how to analyse and select areas for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to prepare for analysis**

The learner can:

- 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.

#### **Outcome 2 Know how to undertake analysis to identify improvement opportunities**

The learner can:

- 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.

#### **Outcome 3 Know how to present the results of analysis and selection of improvement opportunities**

The learner can:

- 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.

## Unit 621

## Apply failure modes and effects analysis in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** L/503/5837

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for FMEA analysis
2. Be able to undertake FMEA analysis to identify improvement opportunities
3. Be able to report on improvement opportunities

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit Q1.2695 Apply failure modes and effects analysis in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 621                  Apply failure modes and effects analysis in food operations**

Assessment criteria

### **Outcome 1      Be able to prepare for FMEA analysis**

The learner can:

- 1.1    confirm and agree the defined scope of the analysis
- 1.2    determine the key features of failure modes and effects of analysis on activity
- 1.3    obtain information, documentation and resources necessary to support the selected improvement technique.

### **Outcome 2      Be able to undertake FMEA analysis to identify improvement opportunities**

The learner can:

- 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.

### **Outcome 3      Be able to report on improvement opportunities**

The learner can:

- 3.1    present findings of analysis
- 3.2    implement improvement opportunities for high RPNs
- 3.3    report on impact of improvement activities.

## Unit 622

## Understand how to carry out Failure Modes and Effects Analysis (FMEA) in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** H/602/4630

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to prepare for FMEA
2. Know how to undertake FMEA to identify improvement opportunities

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.270K Understand how to carry out Failure Modes and Effects Analysis (FMEA) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 622

# Understand how to carry out Failure Modes and Effects Analysis (FMEA) in food operations

### Assessment criteria

#### Outcome 1 Know how to prepare for FMEA

The learner can:

- 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:
  - 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.

#### Outcome 2 Know how to undertake FMEA to identify improvement opportunities

The learner can:

- 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:
  - severity rating scale
  - occurrence rating scale
  - detection rating scale
- 2.4 describe how to calculate and use a risk priority number (RPN).

**Level:** 3  
**Credit value:** 3  
**UAN:** J/602/4619

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to establish what the problems are
2. Be able to implement solutions
3. Be able to report on further action to be taken

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit PO.119S Resolve problems in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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



## **Unit 623            Resolve problems in food operations**

### **Assessment criteria**

#### **Outcome 1    Be able to establish what the problems are**

The learner can:

- 1.1 check and follow legal or regulatory requirements for:
  - hygiene
  - health and safety
  - environmental standards
- 1.2 check the available information and clarify or seek further information.

#### **Outcome 2    Be able to implement solutions**

The learner can:

- 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.

#### **Outcome 3    Be able to report on further action to be taken**

The learner can:

- 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.

## Unit 624

## Understand how to resolve problems in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** A/602/4620

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to establish what the problems are
2. Know how to implement solutions
3. Know how to report on further action to be taken

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit PO.120K Understand how to resolve problems in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 624                      Understand how to resolve problems in food operations**

## **Assessment criteria**

### **Outcome 1      Know how to establish what the problems are**

The learner can:

- 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.

### **Outcome 2      Know how to implement solutions**

The learner can:

- 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.

### **Outcome 3      Know how to report on further action to be taken**

The learner can:

- 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.

## Unit 625

## Plan and agree targets for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/4631

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to scope the area where targets need to be developed
2. Be able to plan for target setting
3. Be able to agree achieving excellence targets
4. Be able to obtain and provide feedback on own contribution to target setting and agreement

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit Q1.2725 Plan and agree targets for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 625                      Plan and agree targets for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to scope the area where targets need to be developed**

The learner can:

- 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.

#### **Outcome 2      Be able to plan for target setting**

The learner can:

- 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.

#### **Outcome 3      Be able to agree achieving excellence targets**

The learner can:

- 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.

#### **Outcome 4      Be able to obtain and provide feedback on own contribution to target setting and agreement**

The learner can:

- 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.

## Unit 626

## Understand how to plan and agree targets for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** J/503/5836

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know how to scope the area where targets need to be developed
2. Know how to plan for target setting
3. Know how to agree achieving excellence targets
4. Know how to obtain and provide feedback on own contribution to target setting and agreement

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.273K Understand how to plan and agree targets for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 626**

# **Understand how to plan and agree targets for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1 Know how to scope the area where targets need to be developed**

The learner can:

- 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.

#### **Outcome 2 Know how to plan for target setting**

The learner can:

- 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.

#### **Outcome 3 Know how to agree achieving excellence targets**

The learner can:

- 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.

#### **Outcome 4 Know how to obtain and provide feedback on own contribution to target setting and agreement**

The learner can:

- 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.

## Unit 627

# Implement a problem solving methodology for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** T/602/4633

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to develop a problem solving methodology to support improvement
2. Be able to maintain problem solving in an improvement programme
3. Be able to obtain and provide feedback

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2745 Implement a problem solving methodology for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



# **Unit 627                      Implement a problem solving methodology for achieving excellence in food operations**

## **Assessment criteria**

### **Outcome 1      Be able to develop a problem solving methodology                      to support improvement**

The learner can:

- 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.

### **Outcome 2      Be able to maintain problem solving in an improvement programme**

The learner can:

- 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.

### **Outcome 3      Be able to obtain and provide feedback**

The learner can:

- 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.

## Unit 628

## Understand how implement a problem solving methodology for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** A/602/4634

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to develop a problem solving methodology to support improvement
2. Know how to maintain problem solving in an improvement programme
3. Know how to obtain and provide feedback

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.275K Understand how implement a problem solving methodology for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 628                      Understand how implement a problem solving methodology for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1            Know how to develop a problem solving methodology to support improvement**

The learner can:

- 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.

#### **Outcome 2            Know how to maintain problem solving in an improvement programme**

The learner can:

- 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.

#### **Outcome 3            Know how to obtain and provide feedback**

The learner can:

- 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.

## Unit 629

# Implement improvement programmes for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** F/602/4649

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to agree objectives for an improvement programme
2. Be able to agree and initiate an improvement plan
3. Be able to implement an improvement programme

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2795 Implement improvement programmes for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 629                    Implement improvement programmes for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to agree objectives for an improvement programme**

The learner can:

- 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.

#### **Outcome 2      Be able to agree and initiate an improvement plan**

The learner can:

- 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.

#### **Outcome 3      Be able to implement an improvement programme**

The learner can:

- 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.

## Unit 630

# Understand how to implement improvement programmes for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** T/602/4650

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare to implement an improvement programme
2. Know how to implement an improvement programme
3. Know how to communicate about an improvement programme

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.280K Understand how to implement improvement programmes for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 630

# Understand how to implement improvement programmes for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to prepare to implement an improvement programme**

The learner can:

- 1.1 outline the requirements of the area where the improvement activity is being carried out, to include:
  - 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.

#### **Outcome 2 Know how to implement an improvement programme**

The learner can:

- 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.

#### **Outcome 3 Know how to communicate about an improvement programme**

The learner can:

- 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.

## Unit 631

# Implement a set-up reduction programme for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** A/602/4651

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to agree objectives for the set-up reduction programme
2. Be able to agree and initiate an improvement plan
3. Be able to implement a set-up reduction programme

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2815 Implement a set-up reduction programme for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



## **Unit 631                      Implement a set-up reduction programme for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to agree objectives for the set-up reduction programme**

The learner can:

- 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.

#### **Outcome 2      Be able to agree and initiate an improvement plan**

The learner can:

- 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.

#### **Outcome 3      Be able to implement a set-up reduction programme**

The learner can:

- 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.

## Unit 632

# Understand how to implement a set-up reduction programme for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** F/503/5835

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to agree objectives for a set-up reduction programme
2. Know how to implement a set-up reduction programme
3. Know how to communicate about a set-up reduction programme

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.282K Understand how to apply set-up reduction programme for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 632

# Understand how to implement a set-up reduction programme for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to agree objectives for a set-up reduction programme**

The learner can:

- 1.1 outline the health, safety and hygiene, requirements for the area where the set-up reduction activities are being carried out
- 1.2 explain why set-up reduction techniques are necessary and the benefits it will accrue
- 1.3 describe the food/drink processing activity under review
- 1.4 outline how to review the machine or process selected for a set-up reduction activity
- 1.5 list the people and resources that are required for the set-up reduction activity
- 1.6 explain the importance of planning improvement activities.

#### **Outcome 2 Know how to implement a set-up reduction programme**

The learner can:

- 2.1 describe how to implement a set-up reduction activity
- 2.2 explain how improvements to the set-up can be achieved
- 2.3 summarise the targets and objectives for the improved set-up
- 2.4 define the role of standard operating procedures (SOPs) and specifications
- 2.5 describe how to identify problems and opportunities for solving them and complete root cause analysis
- 2.6 evaluate the purpose of trial activities
- 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.

#### **Outcome 3 Know how to communicate about a set-up reduction programme**

The learner can:

- 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.

## Unit 633

## Implement mistake/error proofing (Poka Yoke) for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** J/602/4653

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to agree objectives for the mistake/error proofing (Poka Yoke) programme
2. Be able to agree and initiate an improvement plan
3. Be able to implement a mistake/error proofing programme

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2845 Implement mistake/error proofing (Poka Yoke) for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 633                      Implement mistake/error proofing (Poka Yoke) for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1      Be able to agree objectives for the mistake/error proofing (Poka Yoke) programme**

The learner can:

- 1.1    select a process on which to carry out the activity
- 1.2    agree the objectives for the activity with the relevant people.

#### **Outcome 2      Be able to agree and initiate an improvement plan**

The learner can:

- 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.

#### **Outcome 3      Be able to implement a mistake/error proofing programme**

The learner can:

- 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.

## Unit 634

# Understand how to carry out mistake/error proofing (Poka Yoke) for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** L/602/4654

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to agree objectives for a mistake/error proofing (Poka Yoke) programme
2. Know how to implement a mistake/error proofing (Poka Yoke) programme

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.285K Understand how to carry out mistake/error proofing (Poka Yoke) for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 634                      Understand how to carry out mistake/error proofing (Poka Yoke) for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1            Know how to agree objectives for a mistake/error proofing (Poka Yoke) programme**

The learner can:

- 1.1    outline the health, safety and hygiene requirements for the area where mistake/error proofing activities are being carried out
- 1.2    explain why mistake/error proofing activities are used
- 1.3    describe the food/drink processing activity under review
- 1.4    list the people and resources which are required for the mistake/error proofing activity
- 1.5    highlight the importance of planning mistake/error proofing activities
- 1.6    differentiate between mistake/error proofing and prevention and detection
- 1.7    clarify the limits of own authority and reporting arrangements in the event of problems that cannot be resolved.

#### **Outcome 2            Know how to implement a mistake/error proofing (Poka Yoke) programme**

The learner can:

- 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.

## Unit 635

## Measure and collect data for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/503/5839

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to plan to measure and record improvements
2. Be able to measure and record improvements
3. Be able to collect and report improvement data

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit Q1.2875 Measure and collect data for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



## **Unit 635**

# **Measure and collect data for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1 Be able to plan to measure and record improvements**

The learner can:

- 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.

#### **Outcome 2 Be able to measure and record improvements**

The learner can:

- 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.

#### **Outcome 3 Be able to collect and report improvement data**

The learner can:

- 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.

## Unit 636

## Understand how to measure and collect data for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/602/4656

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to plan to measure and record data about improvements
2. Know how to measure and record data about improvements
3. Be able to collect and report on improvement data

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.288K Understand how to measure and collect data for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 636                      Understand how to measure and collect data for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1      Know how to plan to measure and record data about improvements**

The learner can:

- 1.1 outline own organisation's vision, strategy and objectives for achieving excellence and the reasons for improvement programmes
- 1.2 summarise the organisation's improvement and managing change activities, their implementation and the importance of reviewing them
- 1.3 explain why measurements and data are needed and how they will be used
- 1.4 outline where to find existing data and who is responsible for this.

#### **Outcome 2      Know how to measure and record data about improvements**

The learner can:

- 2.1 describe methods and importance of measuring and recording data accurately
- 2.2 explain how to gather evidence to validate data
- 2.3 describe how to record and log measurements using paper and electronic systems
- 2.4 outline how to use the organisation's data recording systems and protocols for controlling and manipulating data.

#### **Outcome 3      Be able to collect and report on improvement data**

The learner can:

- 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.

## Unit 637

## Analyse improvement outcomes for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** D/602/4657

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to develop a programme of analysis
2. Be able to analyse the performance of improvement activities
3. Be able to report on the analysis of the improvement activities

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit Q1.2895 Analyse improvement outcomes for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 637**

# **Analyse improvement outcomes for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1 Be able to develop a programme of analysis**

The learner can:

- 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.

#### **Outcome 2 Be able to analyse the performance of improvement activities**

The learner can:

- 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.

#### **Outcome 3 Be able to report on the analysis of the improvement activities**

The learner can:

- 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.

## Unit 638

## Understand how to analyse improvement outcomes for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** H/602/4658

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to develop a programme of analysis
2. Know how to analyse the performance of improvement activities
3. Know how to report on the analysis of improvement activities

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.290K Understand how to analyse improvement outcomes for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 638

# Understand how to analyse improvement outcomes for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to develop a programme of analysis**

The learner can:

- 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.

#### **Outcome 2 Know how to analyse the performance of improvement activities**

The learner can:

- 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.

#### **Outcome 3 Know how to report on the analysis of improvement activities**

The learner can:

- 3.1 summarise who the relevant people are to report and present data to
- 3.2 explain how to report and present analysis outcomes.

## Unit 639

## Review improvement activities for achieving excellence in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/4659

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to develop a programme of review
2. Be able to review the performance of improvement activities
3. Be able to report on the review outcomes of the improvement activities

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2915 Review improvement activities for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



## Unit 639

## Review improvement activities for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Be able to develop a programme of review**

The learner can:

- 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.

#### **Outcome 2 Be able to review the performance of improvement activities**

The learner can:

- 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.

#### **Outcome 3 Be able to report on the review outcomes of the improvement activities**

The learner can:

- 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.

## Unit 640

## Understand how to review improvement activities for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** H/602/4692

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to develop a programme of review
2. Know how to review the performance of improvement activities
3. Know how to report on the performance of improvement activities

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.292K Understand how to review improvement activities for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## Unit 640

# Understand how to review improvement activities for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Know how to develop a programme of review**

The learner can:

- 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.

#### **Outcome 2 Know how to review the performance of improvement activities**

The learner can:

- 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.

#### **Outcome 3 Know how to report on the performance of improvement activities**

The learner can:

- 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.

## Unit 641

## Evaluate improvement activities for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** K/602/4693

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to develop a programme of evaluation
2. Be able to evaluate the performance of improvement activities
3. Be able to report on the outcomes of the improvement activities

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.2935 Evaluate improvement activities for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

# **Unit 641                      Evaluate improvement activities for achieving excellence in food operations**

## **Assessment criteria**

### **Outcome 1      Be able to develop a programme of evaluation**

The learner can:

- 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.

### **Outcome 2      Be able to evaluate the performance of improvement activities**

The learner can:

- 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.

### **Outcome 3      Be able to report on the outcomes of the improvement activities**

The learner can:

- 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.

## Unit 642

## Understand how to evaluate improvement activities for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** M/602/4694

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to develop a programme of evaluation
2. Know how to evaluate the performance of improvement activities
3. Know how to report on the outcomes of improvement activities

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.294K Understand how to evaluate improvement activities for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 642                      Understand how to evaluate improvement activities for achieving excellence in food operations**

### **Assessment criteria**

#### **Outcome 1      Know how to develop a programme of evaluation**

The learner can:

- 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.

#### **Outcome 2      Know how to evaluate the performance of improvement activities**

The learner can:

- 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.

#### **Outcome 3      Know how to report on the outcomes of improvement activities**

The learner can:

- 3.1 summarise who the relevant people are to report data and make recommendations to and how this should be done
- 3.2 explain how to report and present review outcomes.

## Unit 643

## Sustain improvement for achieving excellence in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** T/602/4695

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to systematically maintain an improvement programme
2. Be able to communicate improvements
3. Be able to obtain and provide feedback on sustaining improvement

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit QI.295S Sustain improvement for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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



# **Unit 643                      Sustain improvement for achieving excellence in food operations**

## **Assessment criteria**

### **Outcome 1      Be able to systematically maintain an improvement programme**

The learner can:

- 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.

### **Outcome 2      Be able to communicate improvements**

The learner can:

- 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.

### **Outcome 3      Be able to obtain and provide feedback on sustaining improvement**

The learner can:

- 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.

## Unit 644

# Understand how to sustain improvement for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** A/602/4696

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know about the underlying vision and strategy for improvements
2. Know how to systematically sustain an improvement programme
3. Know how to communicate about sustaining improvements

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.296K Understand how to sustain improvement for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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

## **Unit 644                      Understand how to sustain improvement for achieving excellence in food operations**

### Assessment criteria

#### **Outcome 1      Know about the underlying vision and strategy for improvements**

The learner can:

- 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.

#### **Outcome 2      Know how to systematically sustain an improvement programme**

The learner can:

- 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.

#### **Outcome 3      Know how to communicate about sustaining improvements**

The learner can:

- 3.1 outline the techniques used to communicate information visually about the 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.

## Unit 645                      Control energy efficiency in food operations

**Level:**                                      3  
**Credit value:**                         3  
**UAN:**                                     A/602/4701

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to maintain measures that support sustainable energy usage
2. Be able to promote measures that support sustainable energy usage
3. Be able to promote the development of sustainable energy usage

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) skills unit SF.111S Control energy efficiency in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### **Assessment**

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

## **Unit 645            Control energy efficiency in food operations**

### **Assessment criteria**

#### **Outcome 1    Be able to maintain measures that support sustainable energy usage**

The learner can:

- 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:
  - 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.

#### **Outcome 2    Be able to promote measures that support sustainable energy usage**

The learner can:

- 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.

#### **Outcome 3    Be able to promote the development of sustainable energy usage**

The learner can:

- 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:
  - at an appropriate time
  - with the right level of detail.

# **Food Manufacturing Excellence Knowledge units**

**Level:** 3  
**Credit value:** 4  
**UAN:** L/601/2701

**Unit aim**

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.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the principles of sustainability
2. Understand factors affecting sustainability targets
3. Understand factors affecting support for sustainability targets
4. Understand the factors influencing the achievement of sustainability

**Guided learning hours**

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit SF.102K Principles of sustainability in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.



## Unit 301

## Principles of sustainability in food operations

### Outcome 1

### Understand the principles of sustainability

#### Assessment Criteria

The learner can:

- 1.1 outline the key principles of environmental sustainability in a food environment in relation to:
  - energy
  - waste
  - water usage
  - transportation
- 1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility:
  - economic
  - social
  - environmental
- 1.3 describe the benefits of sustainability to the organisation and its stakeholders
- 1.4 summarise how sustainability impacts on all the component functions of an organisation.

### Outcome 2 Understand factors affecting sustainability targets

The learner can:

- 2.1 outline how to establish targets for sustainable development, including the use of benchmarking
- 2.2 explain how carbon currency data (carbon footprints) is used as an indicator of sustainability
- 2.3 explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability.

### Outcome 3 Understand factors affecting support for sustainability targets

The learner can:

- 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.

### Outcome 4 Understand the factors influencing the achievement of sustainability

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** A/601/2953

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand improvement, its role and the opportunities for improvement
2. Understand how waste control can impact on improvement
3. Understand the impact of visual controls, the Deming Cycle and procedures

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.204K Principles of improvement in a food environment

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## **Unit 302            Principles of improvement in food operations**

### **Assessment criteria**

#### **Outcome 1    Understand improvement, its role and the opportunities for improvement**

The learner can:

- 1.1 outline the principles of improvement as they apply in food and drink manufacture or supply
- 1.2 detail the importance of process improvement to food and drink manufactures and suppliers
- 1.3 summarise the role of improvement techniques and their application in support of improvement including:
  - cellular manufacturing
  - total productive maintenance
  - structured problem solving
  - visual management
  - specialist techniques
- 1.4 detail the opportunities in the work area where improvements can be made.

#### **Outcome 2    Understand how waste control can impact on improvement**

The learner can:

- 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:
  - 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.

#### **Outcome 3    Understand the impact of visual controls, the Deming Cycle and procedures**

The learner can:

- 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.

## Unit 303

## Principles of continuous improvement techniques (Kaizen) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** F/601/2954

### Unit aim

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 manager, 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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the features, importance of Kaizen activity
2. Understand the criteria and requirements for Kaizen and problem solving
3. Understand how to interact with Kaizen activity

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.207K Principles of continuous improvement techniques (Kaizen) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## Unit 303

# Principles of continuous improvement techniques (Kaizen) in food operations

### Assessment criteria

#### Outcome 1 Understand the features, importance of Kaizen activity

The learner can:

- 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.

#### Outcome 2 Understand the criteria and requirements for Kaizen and problem solving

The learner can:

- 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 own knowledge of food processing activities can support problem solving.

#### Outcome 3 Understand how to interact with Kaizen activity

The learner can:

- 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:
  - line balance
  - process displays.

**Level:** 3  
**Credit value:** 3  
**UAN:** J/601/2955

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand a processing operation considered for flow process analysis
2. Understand flow process analysis mapping and value added features of process operations
3. Understand how to analyse and set action plans for improvement opportunities

**Guided learning hours**

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.250K Principles of flow process analysis in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 304                      Principles of flow process analysis in food operations**

## **Assessment criteria**

### **Outcome 1            Understand a processing operation considered for flow process analysis**

The learner can:

- 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.

### **Outcome 2            Understand flow process analysis mapping and value added features of process operations**

The learner can:

- 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.

### **Outcome 3            Understand how to analyse and set action plans for improvement opportunities**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** D/601/2959

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand a processing operation considered for analysis
2. Understand the selection and use of measurement systems
3. Understand the technical application of measurement system analysis

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit

QI.251K Principles of Measurement System Analysis (MSA) in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.



# **Unit 305                      Principles of Measurement System Analysis (MSA) in food operations**

Assessment criteria

## **Outcome 1      Understand a processing operation considered for analysis**

The learner can:

- 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.

## **Outcome 2      Understand the selection and use of measurement systems**

The learner can:

- 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.

## **Outcome 3      Understand the technical application of measurement system analysis**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/2961

**Unit aim**

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.

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Understand a processing operation and information considered for analysis
2. Understand the creation of lead time profiles and the link with problem solving

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.252K Principles of lead time analysis in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## **Unit 306                      Principles of lead time analysis in food operations**

### Assessment criteria

#### **Outcome 1      Understand a processing operation and information considered for analysis**

The learner can:

- 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.

#### **Outcome 2      Understand the creation of lead time profiles and the link with problem solving**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** H/601/2963

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand a processing operation and basic statistical techniques
2. Understand statistical terminology, curves and diagrams
3. Understand statistical calculation

**Guided learning hours**

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.253K Principles of basic statistical analysis in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 307                      Principles of basic statistical analysis in food operations**

## **Assessment criteria**

### **Outcome 1      Understand a processing operation and basic statistical techniques**

The learner can:

- 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.

### **Outcome 2      Understand statistical terminology, curves and diagrams**

The learner can:

- 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.

### **Outcome 3      Understand statistical calculation**

The learner can:

- 3.1 explain how to calculate mean, median, mode, standard deviation, range and variance
- 3.2 explain the difference between descriptive and inferential statistics.

## Unit 308

## Principles of Taguchi Linear graphs in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** K/601/2964

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand a processing operation considered for analysis
2. Understand Taguchi Linear terminology, graphs and sample sizes
3. Understand the application of Taguchi Linear graphs

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.254K Principles of Taguchi Linear graphs in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 308                      Principles of Taguchi Linear graphs in food operations**

## **Assessment criteria**

### **Outcome 1      Understand a processing operation considered for analysis**

The learner can:

- 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.

### **Outcome 2      Understand Taguchi Linear terminology, graphs and sample sizes**

The learner can:

- 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:
  - Alpha risk
  - Beta risk
  - population
  - sample
- 2.5 explain how suitable sample sizes are calculated.

### **Outcome 3      Understand the application of Taguchi Linear graphs**

The learner can:

- 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 projects
- 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.

## Unit 309

## Principles of flexible production and manpower systems in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** T/601/2966

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the definition and benefits of the flexible production and manpower systems
2. Understand terminology and application of system components
3. Understand how to maximise effectiveness of systems and asset care
4. Understand system techniques and workplace layout

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.255K Principles of flexible production and manpower systems in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.



## Unit 309

# Principles of flexible production and manpower systems in food operations

### Assessment criteria

#### **Outcome 1 Understand the definition and benefits of the flexible production and manpower systems**

The learner can:

- 1.1 explain how the health, safety and hygiene requirements of a work area can influence improvement activities
- 1.2 defines a flexible production and manpower system
- 1.3 explain the benefits of a flexible production and manpower system within food operations
- 1.4 summarise how waste can be reduced through the application of flexible production and manpower systems
- 1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

#### **Outcome 2 Understand terminology and application of system components**

The learner can:

- 2.1 explain the meaning of level schedules, load and capacity diagrams
- 2.2 explain how to calculate Takt time
- 2.3 explain the term 'standard work in progress'
- 2.4 justify the application of visually controlled systems and signals, based on the demand of subsequent processes
- 2.5 explain the application of skills matrices and consignment stocking
- 2.6 summarise the process of working practice simplification and the reduction of human error risk.

#### **Outcome 3 Understand how to maximise effectiveness of systems and asset care**

The learner can:

- 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.

## **Outcome 4 Understand system techniques and workplace layout**

The learner can:

- 4.1 explain the appropriate techniques that provide value to the customer including:
  - 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:
  - level schedules
  - load and capacity diagrams
  - revised batch sizes
  - Takt time
- 4.3 describe the lay out of an effective workplace including:
  - cellular manufacturing incorporating
  - parallel lines
  - U-shaped cells.

## Unit 310

## Principles of Statistical Process Control procedures (SPC) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** F/601/2968

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the purpose and use of statistical process control
2. Understand performance and variation in statistical process control
3. Understand the use of data and control charts in statistical process control
4. Understand the normal statistical curve, statistical terms and process capability

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.256K Principles of statistical process control procedures (SPC) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 310                      Principles of Statistical Process Control procedures (SPC) in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the purpose and use of statistical process control**

The learner can:

- 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.

### **Outcome 2      Understand performance and variation in statistical process control**

The learner can:

- 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.

### **Outcome 3      Understand the use of data and control charts in statistical process control**

The learner can:

- 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:
  - 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.

## **Outcome 4    Understand the normal statistical curve, statistical terms and process capability**

The learner can:

- 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 ( $C_p$  and  $C_{pk}$ ) and how it is determined.

## Unit 311

## Principles of Design of Experiments (DOE) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** F/601/2968

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the purpose, importance and completion of DOE
2. Understand the techniques, data and terms used in the DOE
3. Understand the use of graphical displays and the design of arrays

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.257K Principles of Design of Experiments (DOE) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 311                      Principles of Design of Experiments (DOE) in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the purpose, importance and completion of DOE**

The learner can:

- 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.

### **Outcome 2      Understand the techniques, data and terms used in the DOE**

The learner can:

- 2.1 explain the tools and techniques used in the DOE
- 2.2 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.

### **Outcome 3      Understand the use of graphical displays and the design of arrays**

The learner can:

- 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:
  - full factorial
  - 2k factorial
  - fractional

## Unit 312

## Principles of Quality Function Deployment (QFD) in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** A/601/2970

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the advantages of QFD and the quality lever model
2. Understand how to plan QFD and how it relates to improvement techniques
3. Understand the phases of QFD, customer's requirements and matrices

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.258K Quality Function Deployment (QFD) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.



# **Unit 312                      Principles of Quality Function Deployment (QFD) in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the advantages of QFD and the quality lever model**

The learner can:

- 1.1 explain how the health, safety and hygiene requirements of a work area can influence the QFD technique
- 1.2 the advantages of using QFD to support the delivery of your achieving excellence strategy
- 1.3 the 'quality lever' and how QFD fits this model
- 1.4 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

### **Outcome 2      Understand how to plan QFD and how it relates to improvement techniques**

The learner can:

- 2.1 explain the terms 'house of quality' and 'voice of the customer'
- 2.2 describe how to develop and plan a QFD activity
- 2.3 explain how QFD relates to other improvement techniques including;
  - potential failure modes and effects analysis
  - design of experiments
  - value analysis
  - control plans
  - Pugh concept diagrams
- 2.4 summarise relevant tools and techniques as part of a QFD activity.

### **Outcome 3      Understand the phases of QFD, customer's requirements and matrices**

The learner can:

- 3.1 The four phases of QFD including necessary inputs and outputs for each phase including;
  - 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.

## Unit 313

## Principles of response surface methodology in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** F/601/2971

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the use and working of response surface methodology
2. Understand data and statistical validity in response surface methodology
3. Understand response surface methodology terms and cost benefits

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.259K Principles of response surface methodology in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 313                      Principles of response surface methodology in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the use and working of response surface methodology**

The learner can:

- 1.1 explain how the health, safety and hygiene requirements of a work area can influence the application of response surface methodology
- 1.2 summarise the use of response surface methodology and how it can be used in a Six Sigma improvement project
- 1.3 explain how response surface methodology works
- 1.4 summarise the tools and techniques which can be associated with response surface methodology
- 1.5 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

### **Outcome 2      Understand data and statistical validity in response surface methodology**

The learner can:

- 2.1 summarise the data necessary to carry out a response surface methodology project
- 2.2 explain what constitutes a statistically valid sample size
- 2.3 the meaning of the terms population and a sample in response surface methodology activity.

### **Outcome 3      Understand response surface methodology terms and cost benefits**

The learner can:

- 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.

## Unit 314

## Principles of Value Stream Mapping (VSM) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** L/601/2973

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the processing activity and requirements for VSM
2. Understand VSM evaluation, targets and communication
3. Understand the techniques and procedures supporting VSM

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.262K Principles of value stream mapping (VSM) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 314                      Principles of Value Stream Mapping (VSM) in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the processing activity and requirements for VSM**

The learner can:

- 1.1 explain the process used to select parts or materials for a value stream mapping activity
- 1.2 explain the characteristics of the food and the processing activity that can support the VSM activity
- 1.3 summarise the process used to set VSM objectives
- 1.4 clarify the resources and requirements of a VSM activity
- 1.5 explain the principles and processes essential to value stream mapping
- 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

### **Outcome 2      Understand VSM evaluation, targets and communication**

The learner can:

- 2.1 summarise the improvements that can be achieved using value stream mapping
- 2.2 explain how improvement opportunities can be evaluated
- 2.3 explain how to set quantifiable objectives and targets for the future state maps
- 2.4 summarise the techniques used to visually communicate information and results.

### **Outcome 3      Understand the techniques and procedures supporting VSM**

The learner can:

- 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.

## Unit 315

## Principles of visual management systems in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** R/601/2974

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the processing activity and requirements for visual management systems
2. Understand the creation of the visual factory, and the business performance measures for visual management systems
3. Understand measurement techniques and the importance of monitoring arrangements for visual management systems

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.265K Principles of visual management systems in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 315                      Principles of visual management systems in food operations**

## **Assessment criteria**

### **Outcome 1            Understand the processing activity and requirements for visual management systems**

The learner can:

- 1.1 explain how the health, safety and hygiene requirements of a work area can influence visual management systems
- 1.2 justify the criteria used to select an area/processing activity
- 1.3 explain the importance of understanding the food process/activity for which the visual management systems are being developed
- 1.4 explain the quality factors of the food/drink being processed and how these influence the selection of the visual management systems
- 1.5 summarise the factors to be considered when selecting a visual management system
- 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

### **Outcome 2            Understand the creation of the visual factory, and the business performance measures for visual management systems**

The learner can:

- 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:
  - 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:
  - health, safety and the environment
  - right first time
  - cost
  - responsiveness
  - process concerns and corrective actions
  - workplace organisation.

### **Outcome 3    Understand measurement techniques and the importance of monitoring arrangements for visual management systems**

The learner can:

- 3.1 explain the application of the measurement techniques required for communicating the visual management system including:
  - 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.



## Unit 316

## Principles of analysing and selecting areas for achieving excellence in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** Y/601/2975

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand selection information and the analysis of graphical data
2. Understand the key features of the analysis

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.268K Principles of analysing and selecting areas for achieving excellence in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## Unit 316

# Principles of analysing and selecting areas for achieving excellence in food operations

### Assessment criteria

#### **Outcome 1 Understand selection information and the analysis of graphical data**

The learner can:

- 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 graphs and histograms are created
- 1.4 explain how graphical data is presented including:
  - 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.

#### **Outcome 2 Understand the key features of the analysis**

The learner can:

- 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 the chosen area
- 2.5 summarise the principles of evaluation linked to the selection of representative resources for the chosen area
- 2.6 explain how root cause analysis can support problem solving.

## Unit 317

## Principles of Failure Modes and Effects Analysis (FMEA) in food operations

**Level:** 3  
**Credit value:** 2  
**UAN:** D/601/2976

### Unit aim

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.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the features and benefits the FMEA system
2. Understand FMEA terminology and use

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.271K Principles of Failure Modes and Effects Analysis (FMEA) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 317                      Principles of Failure Modes and Effects Analysis (FMEA) in food operations**

Assessment criteria

## **Outcome 1      Understand the features and benefits the FMEA system**

The learner can:

- 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.

## **Outcome 2      Understand FMEA terminology and use**

The learner can:

- 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:
  - severity rating scale
  - occurrence rating scale
  - detection rating scale
- 2.3 explain how risk priority numbers (RPN) are calculation 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 up-dating are.

## Unit 318

## Principles of Six Sigma process mapping in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** H/601/2977

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the use and benefits Six Sigma process mapping
2. Understand variables in Six Sigma process mapping
3. Understand role and responsibilities and value added activity in Six Sigma process mapping

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.276K Principles of Six Sigma process mapping in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 318                      Principles of Six Sigma process mapping in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the use and benefits Six Sigma process mapping**

The learner can:

- 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.

### **Outcome 2      Understand variables in Six Sigma process mapping**

The learner can:

- 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.

### **Outcome 3      Understand role and responsibilities and value added activity in Six Sigma process mapping**

The learner can:

- 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.

## Unit 319

## Principles of Six Sigma methodology in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** K/601/2978

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the use and benefits of Six Sigma process methodology
2. Understand Six Sigma methodology
3. Understand roles and responsibilities in Six Sigma methodology

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.277K Principles of Six Sigma methodology in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 319                      Principles of Six Sigma methodology in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the use and benefits of Six Sigma process methodology**

The learner can:

- 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.

### **Outcome 2      Understand Six Sigma methodology**

The learner can:

- 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  $Y=f(x)$ .

### **Outcome 3      Understand roles and responsibilities in Six Sigma methodology**

The learner can:

- 3.1 summarise the roles and responsibilities of the key players in the Six Sigma process including:
  - Champion
  - 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.



**Level:** 3  
**Credit value:** 4  
**UAN:** M/601/2979

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand the use and benefits of Six Sigma metrics
2. Understand the utilisation of Six Sigma metrics
3. Understand data in Six Sigma metrics

**Guided learning hours**

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.278K Principles of Six Sigma metrics in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## Unit 320

## Principles of Six Sigma metrics in food operations

### Assessment criteria

#### **Outcome 1 Understand the use and benefits of Six Sigma process methodology**

The learner can:

- 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.

#### **Outcome 2 Understand the utilisation of Six Sigma metrics**

The learner can:

- 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.

#### **Outcome 3 Understand data in Six Sigma metrics**

The learner can:

- 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.

## Unit 321

## Principles of a set-up reduction programme in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** H/601/2980

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the implementation and resources for a set-up reduction programme
2. Understand the requirements and evaluation of a set-up reduction programme
3. Understand the communication and utilisation of a set-up reduction programme

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.283K Principles of a set-up reduction programme in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## **Unit 321                      Principles of a set-up reduction programme in food operations**

### **Assessment criteria**

#### **Outcome 1      Understand the implementation and resources for a set-up reduction programme**

The learner can:

- 1.1 explain how the health, safety and hygiene requirements of a work area can influence a set-up reduction
- 1.2 explain the criteria used to select an area/processing activity for a set-up reduction activity
- 1.3 summarise the importance of understanding the food/drink process or activity under review
- 1.4 explain the qualities of the food/drink being processed and how these influence improvement opportunities
- 1.5 justify the people and resources needed to support the set-up reduction activity
- 1.6 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

#### **Outcome 2      Understand the requirements and evaluation of a set-up reduction programme**

The learner can:

- 2.1 explain the application of the Deming cycle (plan, do, check, act)
- 2.2 explain the structure and operational requirements of a set-up reduction activity
- 2.3 summarise the improvements to the set-up that can be achieved
- 2.4 explain how to evaluate improvement opportunities
- 2.5 describe how to set quantifiable objectives and targets for the improved set-up.

#### **Outcome 3      Understand the communication and utilisation of a set-up reduction programme**

The learner can:

- 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.

## Unit 322

## Principles of mistake/error proofing (Poka Yoke) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** K/601/2981

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the benefits and requirements for mistake/error proofing activity
2. Understand the application of mistake/error proofing activity
3. Understand the utilisation of mistake/error proofing activity

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.286K Principles of mistake/error proofing (Poka Yoke) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## **Unit 322                      Principles of mistake/error proofing (Poka Yoke) in food operations**

### Assessment criteria

#### **Outcome 1      Understand the benefits and requirements for mistake/error proofing activity**

The learner can:

- 1.1 explain how the health, safety and hygiene requirements of a work area can influence a mistake/error proofing activity
- 1.2 summarise the main features and benefits of carrying out a mistake/error proofing activity
- 1.3 explain the difference between mistake/error proofing and prevention and detection
- 1.4 summarise the criteria used to select an area/processing activity for a mistake/error proofing activity
- 1.5 explain the importance of understanding the food/drink process or activity to which the mistake/error proofing activity is being applied
- 1.6 explain the qualities of the food being processed and how these influence the selection of the activity
- 1.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution.

#### **Outcome 2      Understand the application of mistake/error proofing activity**

The learner can:

- 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.

#### **Outcome 3      Understand the utilisation of mistake/error proofing activity**

The learner can:

- 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.

## Unit 323

## Principles of a characteristic selection matrix in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** M/601/2982

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the requirements for a characteristic selection matrix
2. Understand the application of a characteristic selection matrix
3. Understand the utilisation of a characteristic selection matrix

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit Q1.297K Principles of a characteristic selection matrix in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## Unit 323

## Principles of a characteristic selection matrix in food operations

### Assessment criteria

#### **Outcome 1 Understand the requirements for a characteristic selection matrix**

The learner can:

- 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.

#### **Outcome 2 Understand the application of a characteristic selection matrix**

The learner can:

- 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.

#### **Outcome 3 Understand the utilisation of a characteristic selection matrix**

The learner can:

- 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.



## Unit 324

## Principles of capability studies in food operations

**Level:** 3  
**Credit value:** 4  
**UAN:** A/601/2984

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the requirements and need for capability studies
2. Understand the application of capability studies
3. Understand the utilisation of capability studies

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.298K Principles of capability studies in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 324                      Principles of capability studies in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the requirements and need for capability studies**

The learner can:

- 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.

### **Outcome 2      Understand the application of capability studies**

The learner can:

- 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 they are 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.

### **Outcome 3      Understand the utilisation of capability studies**

The learner can:

- 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.

**Level:** 3  
**Credit value:** 3  
**UAN:** F/601/2985

**Unit aim**

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.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand the requirements and benefits of multi-variance charting
2. Understand the application of multi-variance charting
3. Understand the utilisation of multi-variance charting

**Guided learning hours**

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.299K Principles of multi-variance charts in a food environment.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Improve.

**Assessment**

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 325                      Principles of multi-variance charts in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the requirements and benefits of multi-variance charting**

The learner can:

- 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.

### **Outcome 2      Understand the application of multi-variance charting**

The learner can:

- 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.

### **Outcome 3      Understand the utilisation of multi-variance charting**

The learner can:

- 3.1 explain the use of tools in the development of further conclusions including;
  - 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).

## Unit 326

## Principles of hypothesis testing in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** J/601/2986

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the function and benefits of hypothesis testing
2. Understand samples and tests in hypothesis testing
3. Understand terminology in hypothesis testing

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.300K Principles of hypothesis testing in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## Unit 326

# Principles of hypothesis testing in food operations

### Assessment criteria

#### Outcome 1 Understand the function and benefits of hypothesis testing

The learner can:

- 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.

#### Outcome 2 Understand samples and tests in hypothesis testing

The learner can:

- 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:
  - F-test
  - Chi-square test
  - normality tests
  - Ttest
  - Levene's test
  - Bartlett's test
  - contingency tables
  - one way ANOVA.

#### Outcome 3 Understand terminology in hypothesis testing

The learner can:

- 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.

## Unit 327

## Principles of evolutionary operations (EVOP) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** L/601/2987

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the benefits and use of EVOP
2. Understand the application of EVOP
3. Understand the utilisation of EVOP

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.301K Principles of evolutionary operations (EVOP) in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## **Unit 327                      Principles of evolutionary operations (EVOP) in food operations**

### **Assessment criteria**

#### **Outcome 1      Understand the benefits and use of EVOP**

The learner can:

- 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 to 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.

#### **Outcome 2      Understand the application of EVOP**

The learner can:

- 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.

#### **Outcome 3      Understand the utilisation of EVOP**

The learner can:

- 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.



## Unit 328

## Principles of central limit theorem and confidence intervals in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/2989

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the function of central limit theorem and confidence intervals
2. Understand the application of central limit theorem and confidence intervals
3. Understand the utilisation of central limit theorem and confidence intervals

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit QI.302K Principles of central limit theorem and confidence intervals in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

## Unit 328

# Principles of central limit theorem and confidence intervals in food operations

### Assessment criteria

#### **Outcome 1 Understand the function of central limit theorem and confidence intervals**

The learner can:

- 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.

#### **Outcome 2 Understand the application of central limit theorem and confidence intervals**

The learner can:

- 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.

#### **Outcome 3 Understand the utilisation of central limit theorem and confidence intervals**

The learner can:

- 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.

## Unit 329

## Principles of Single Minute Exchange of Dies (SMED) in food operations

**Level:** 3  
**Credit value:** 3  
**UAN:** L/601/2990

### Unit aim

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.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the SMED approach, objective and its contribution to Total Productive Maintenance
2. Understand a changeover operation and techniques considered for SMED analysis
3. Understand how to analyse and improve changeovers using SMED
4. Understand the potential benefits and added value of SMED

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 329                      Principles of Single Minute Exchange of Dies (SMED) in food operations**

## Assessment criteria

### **Outcome 1            Understand the SMED approach, objective and its contribution to Total Productive Maintenance**

The learner can:

- 1.1 state the name of the person who developed SMED approach and method
- 1.2 define what the SMED approach aims to achieve in product changeovers
- 1.3 summarise the SMED objective
- 1.4 explain the integral relationship of SMED with Total Productive Maintenance (TPM) as one of the six major losses
- 1.5 outline the 4 analysis phases of SMED.

### **Outcome 2            Understand a changeover operation and techniques considered for SMED analysis**

The learner can:

- 2.1 explain how the health, safety and hygiene requirements of a work area can influence the process of SMED
- 2.2 describe a changeover operation that is considered for SMED analysis
- 2.3 summarise the eight techniques that should be considered in implementing SMED
- 2.4 distinguish between external set up and internal set up operations
- 2.5 explain why it is preferable to convert internal set up to external set up operations where possible
- 2.6 state the four conceptual stages which SMED improvement should pass through.

### **Outcome 3            Understand how to analyse and improve changeovers using SMED**

The learner can:

- 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.

### **Outcome 4            Understand the potential benefits and added value of SMED**

The learner can:

- 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.

## Unit 362

## The principles of HACCP for Food Manufacturing

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/600/2382

### Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of food safety for manufacturing, in a food business 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.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of HACCP based food safety management procedures
2. Understand the preliminary processes for HACCP based procedures
3. Understand how to develop HACCP based food safety management procedures
4. Understand how to implement HACCP based food safety management procedures
5. Understand how to evaluate HACCP based procedures

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge unit FS.110K Understand food safety management procedures in manufacture.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

This unit supports workforce and/or vocational development for those who need to understand the principles of food safety for manufacturing, in a food business 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.

# **Unit 362                      The principles of HACCP for Food Manufacturing**

## Assessment criteria

### **Outcome 1      Understand the importance of HACCP based food safety management procedures**

The learner can:

- 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.

### **Outcome 2      Understand the preliminary processes for HACCP based procedures**

The learner can:

- 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.

### **Outcome 3      Understand how to develop HACCP based food safety management procedures**

The learner can:

- 3.1    identify hazards and risks in the production process
- 3.2    determine critical control points
- 3.3    establish critical limits.

### **Outcome 4      Understand how to implement HACCP based food safety management procedures**

The learner can:

- 4.1    identify hazards and risks in the production process
- 4.2    determine critical control points
- 4.3    establish critical limits.

### **Outcome 5      Understand how to evaluate HACCP based procedures**

The learner can:

- 5.1    describe documentation and record keeping procedures
- 5.2    outline the verification and review of procedures.

## Unit 440

## Principles of change project management in food operations

**Level:** 4  
**Credit value:** 4  
**UAN:** A/601/9689

### Unit aim

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.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the planning of a change management project
2. Understand project team formation and development of a change management project
3. Understand information and problem solving of a change management project

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit of assessment relates directly to Improve Sector Performance Standard (approved as National Occupational Standard) knowledge standard QI.226K Principles of change project management in a food environment.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 440                      Principles of change project management in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the planning of a change management project**

The learner can:

- 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.

### **Outcome 2      Understand project team formation and development of a change management project**

The learner can:

- 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.

### **Outcome 3      Understand information and problem solving of a change management project**

The learner can:

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



## Unit 441

## Principles of an achieving excellence strategy in food operations

**Level:** 4  
**Credit value:** 4  
**UAN:** L/602/2001

### Unit aim

This unit supports workforce and/or vocational development for those who need to understand the principles of an achieving excellence strategy in food manufacturing or supply operations, or in a learning environment. The unit is designed for use primarily by managers, technicians and others who carry out FME workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the principles of improvement to an excellence strategy
2. Understand the main components of an excellence strategy
3. Understand how a strategy should address key improvement issues within the business

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Improve.

### Assessment

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. The Improve Assessment Strategy sets out the overarching assessment requirements.

# **Unit 441                      Principles of an achieving excellence strategy in food operations**

## **Assessment criteria**

### **Outcome 1      Understand the principles of improvement to an excellence strategy**

The learner can:

- 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.

### **Outcome 2      Understand the main components of an excellence strategy**

The learner can:

- 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.

### **Outcome 3      Understand how a strategy should address key improvement issues within the business**

The learner can:

- 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.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

#### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

#### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

#### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

#### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

#### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

#### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

#### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

---

**Published by  
City & Guilds  
1 Giltspur Street  
London  
EC1A 9DD**

**T +44 (0)84 4543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)**

**City & Guilds is a registered charity  
established to promote education  
and training**

**WW-02-1284**