

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCAGP20204 CVQ level II in Agro-Food Processing

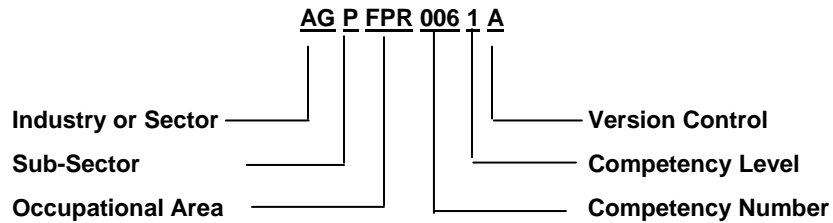
Unit Number	Unit Title	Mandatory/Elective	Hours
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
THHCOR0041A	Follow workplace hygiene procedure	Mandatory	15
AGPFPR0061A	Participate in food process plant hygiene and sanitation maintenance	Mandatory	20
AGPFPR0191A	Work in a team	Mandatory	10
BSSREO0131A	Perform stock control procedures	Mandatory	15
AGPFPR0142A	Control labelling and packaging operations	Mandatory	20
AGPFPR0172A	Carry out retort and cooling down operations	Mandatory	50
AGPFPR0352A	Describe and analyse data using mathematical principles	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
AGPFPR0182A	Manage and maintain closing machine	Mandatory	20
AGPFPR0442A	Operate a form fill and seal process	Mandatory	20
AGPFPR0342A	Apply an understanding of food additives	Mandatory	30
AGPFPR0031A	Receive and handle raw material	Elective	10
AGPFPR0121A	Process dried products	Elective	20
THHCOR0011A	Work with colleagues and customers	Elective	20
AGPFPR0041A	Pre-process raw materials	Elective	15
AGPFPR0131A	Prepare/process pickled and salted products	Elective	20
AGPFPR0452A	Operate a drying process	Elective	15
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
AGPFPR0412A	Operate a case packing process	Elective	20
AGPFPR0163A	Manage quality assurance system	Elective	50
AGPFPR0393A	Manage water treatment process	Elective	20
BSBCOR0023A	Organise personal work priorities and development	Elective	10
BSBFLM0023A	Support leadership in the workplace	Elective	10
BSBFLM0033A	Contribute to effective workplace relationships	Elective	10
BSBFLM0053A	Support operational plan	Elective	10
BSBFLM0063A	Provide workplace information and resourcing plans	Elective	15
BSBFLM0093A	Support continuous improvement systems and processes	Elective	20
THHGAD0123B	Plan and manage meetings	Elective	20
BSSREO0503A	Monitor food safety program	Elective	25
THHGAD0153A	Control and order stock	Elective	15
THHGCS0023A	Deal with conflict situations	Elective	20
THHGCS0073A	Establish and conduct business relationships	Elective	20
THHWPO0273A	Roster staff	Elective	30

To achieve this qualification a II Mandatory competency standards plus a minimum of three level one electives and four electives from level three must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory and Elective competencies selected.

Legend to Unit Code

Example: AGPFPR0061A



KEY: Man – Mandatory; SBM – Small Business Management; BSB - Business Sector (Business); ITI - Information Technology (Information); THH – Tourism & Hospitality (Hospitality); AGP – Agro-Processing; FPR – Food Processing; REO - Retail Operations; BSS – Business Services (Services); FLM - Front Line Management; GAD – General Administration; GCS – General Customer Service; WPO – Work Place Operation

THHCOR0021B: Follow health, safety and security procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It also covers basic first aid

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace procedures on health, safety and security	1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements. 1.2 Breaches of health, safety and security procedures are identified and promptly reported. 1.3 Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
2. Deal with emergency situations	2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility. 2.2 Emergency procedures are correctly followed in accordance with enterprise procedures. 2.3 Basic first aid is performed following recommended procedures. 2.4 Assistance is promptly sought from colleagues and/or other authorities where appropriate. 2.5 Details of emergency situations are accurately reported in accordance with enterprise policy.
3. Maintain safe personal presentation standards	3.1 Personal presentation takes account of the workplace environment and health and safety issues.
4. Provide feedback on health, safety and security	4.1 Issues requiring attention are promptly identified. 4.2 Issues are raised with the designated person in accordance with enterprise and legislative requirements.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Health, safety and security procedures may include but are not limited to procedures for:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems

Basic first aid is applied to:

- cuts
- simple burns (water, steam, fire)
- bruises
- choking
- sprains

Workplace environment and health and safety issues include but are not limited to:

- appropriate personal grooming and hygiene
- appropriate clothing and footwear

Emergency situations may include but are not limited to:

- bomb threats
- deranged customers
- accidents
- robbery
- fire
- armed hold up
- floods
- earthquakes

First aid applications include:

- bandages
- cold pack
- Heimlich maneuver
- removing/lifting injured persons

EVIDENCE GUIDE

Competency is to be demonstrated by applying health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures, and of the potential implications of disregarding those procedures

(2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- industry/sector insurance and liability requirements in relation to individual
- staff responsibilities
- relevant occupational health and safety regulations in relation to obligations of employers and employees
- common health, safety and activity procedures in tourism and hospitality workplaces
- major causes of workplace accidents relevant to the work environment
- Basic first aid applied to cuts, simple burns (fire, water, steam); bruises, choking, sprains

Skills

The ability to:

- follow health, safety and security procedures in tourism and hospitality workplaces
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with security risks in the work environment

(4) Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCOR0041A: Follow workplace hygiene procedure

Competency Descriptor:

This unit deals with the skills and knowledge required to follow the key hygiene procedures, which apply in many sectors of the hospitality industry. It is particularly relevant to the Kitchen, Housekeeping, Food & Beverage and some Tour Operations.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow hygiene procedures	1.1 Workplace hygiene procedures are strictly followed in accordance with enterprise standards.
	1.2 Handling and storage of all items is completed in accordance with enterprise standards and proper hygiene practices.
2. Identify and prevent hygiene risks	2.1 Potential hygiene risks are promptly identified and dealt with appropriately.
	2.2 Action is taken to minimise or remove risks identified within the scope of individual responsibility.
	2.3 Hygiene risks beyond the control of individual staff members are promptly reported to the appropriate person for follow up.

RANGE STATEMENTS

This unit applies to various hospitality sectors.

Hygiene procedures may be related to:

- food
- beverage
- linen
- handling of garbage
- cleaning procedures
- personal activities on-the-job

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively follow workplace hygiene procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Look for:

- understanding of the importance of following hygiene procedures and of the potential implications of
- disregarding those procedures
- knowledge of practical workplace examples
- ability to follow established procedures

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- factors which contribute to hygiene problems
- general hazards in the handling of food, including major causes of food poisoning
- overview of relevant regulations in relation to food hygiene
- typical hygiene control procedures in the hospitality industry

Skill

The ability to:

- follow hygiene procedures
- identify and prevent hygiene risks

(4) Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0061A: Participate in food process plant hygiene and sanitation maintenance

Competency Descriptor:

This competency covers hygiene and sanitation practices required in an agro-processing plant. It also covers cleaning of equipment and work areas during the operating processes.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain cleanliness of own work area and equipment during processing operation	1.1	Workplace is cleaned during operations, to company hygiene policy and regulatory requirements.
		1.2	Equipment is cleaned / sanitized to reflect Company and regulatory/ legal requirements.
2.	Identify and eliminate sources of contamination and spoilage	2.1	Contamination and cross contamination risks are identified in keeping with company and legal requirements
		2.2	Corrective action is taken when contamination is identified in keeping with company and regulatory requirements.
3.	Maintain hygiene and sanitation standards	3.1	Personal hygiene practices are followed to company requirements.
		3.2	Product is handled in keeping with company hygiene and sanitation requirements
		3.3	Individuals' work is conducted hygienically in keeping with company requirements.
		3.4	Company's hygiene and sanitation policy is observed consistently.

RANGE STATEMENTS

The range statement provides details of the scope of the subject areas and the Performance Criteria to allow for differences within agro enterprises and work place. This includes practices, knowledge and requirements. The extent of the variables also provides for assessment and relates to the competency unit as a whole.

The requirement may include:

- Jamaica Bureau of Standards, Ministry of Health, and Ministry of Labour policies, procedures and programmes, for health and safety in the Agro-Food Industry
- The requirements as set out in standards and codes of practices.

Regulations:

- Requirements as set out by the Jamaica Bureau of Standards.
- Requirements as set out by the Ministry of Health in Public Health regulations.
- Requirements as set out in the Factories Act, Ministry of Labour.
- Parish Council regulations
- international regulations
- JAMPRO / Export control and Trade Acts by relevant Ministries of Government.

Sanitation and Hygiene requirements:

- Relevant Government regulations
- company, workplace requirements

Personal Protective Equipment may include:

- uniforms
- waterproof clothing
- work, safety or waterproof footwear
- protective head and hair covering
- lifting assistance
- eye and face protection
- protective hand and arm covering
- earplugs / muffs
- coat and / or coveralls

Worksite includes:

- immediate working area
- overall workplace

Company / workplace requirements will include:

- work instructs written, posted notices or oral instructions
- standard operating procedures
- procedures specific to type of business
- legal requirements
- quality assurance requirements
- the ability to perform the task to production requirements

Contamination sources may include:

- Physical agents who may include dirt, excreta, insects, dust, grease, etc.
- chemical agents – insecticides, cleaning agents.
- Microbiological and biological agents / materials.

Steps taken to reduce risk may include:

- hand washing
- good housekeeping practices
- maintaining clean clothes and personal protective equipment

Agro Food Industry establishments may include:

- canning plants
- dairy plants
- concentrating fruit juice plants
- bakeries routine explanations and report include
- company workplace language ad may include mathematical language and commonly used technical terms
 - presented orally
 - presented in writing using standard report procedures, diagrams, symbols and charts
- a compilation of information from all sources
- directly related to own work and work station problem solving
- completed with the assistance of others

Corrective action may include:

- disposing of contaminated product

Mathematical Operations / Computers and Computer Software, Operations and tasks and language may include:

- routine estimations and calculations using formula and procedures as set by the company policy
- operations involving percentages, variations, and production comparisons
- accurate recording of temperatures, time, volumes, weight, pressure, and quantity in company and legal formats
- reading and interpreting analog and digital measures such as clocks, scales, pressure gauges, thermometers, etc.
- interpreting and drawing conclusions from charts, graphs, pie charts, etc.

EVIDENCE GUIDE

The following relates directly to the Performance Criteria and the extent of Variables for the unit of competency and will inform and provide guidelines for assessment of the workstation / place and / or training programme module.

(1) Critical Aspects and Evidence

- demonstrate basic hygiene and sanitation practices in all activities in the workplace
- must consistently follow company workplace hygiene and sanitation policies and procedures
- must demonstrate hygienic cleaning during process operations of own work area and equipment

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- hygiene and sanitation requirements of workstation.
- the consequences of failing to follow company requirements for hygiene, handling and processing of product
- the consequences of contaminated or spoiled product leaving the company's warehouse
- possible sources of contamination and cross-contamination in the workplace
- the sources of contamination, by physical and / or microbiological sources
- visual evidence of contamination
- causes of food spoilage
- reporting process for contamination
- chemical contamination risks to products
- time / temperature requirements for bacteria growth
- the bacteria / micro organisms that may affect the product produced
- the scope and coverage of Jamaica Bureau of Standards / and Public Health standards for ago processed products for human consumption and export.

Skill

The ability to:

- Explain hygiene and sanitation requirements of workstation.
- Explain the consequences of failing to follow company requirements for hygiene, handling and processing of product
- Explain the consequences of contaminated or spoiled product leaving the company's warehouse
- Identify possible sources of contamination and cross-contamination in the workplace
- Outline the sources of contamination, by physical and / or microbiological sources
- Identify visual evidence of contamination
- Identify causes of food spoilage
- Explain reporting process for contamination
- Explain chemical contamination risks to products
- Explain time / temperature requirements for bacteria growth
- List the bacteria / micro organisms that may affect the product produced
- Outline the scope and coverage of Jamaica Bureau of Standards / and Public Health standards for ago processed products for human consumption and export.

(4) Resource Implications

- Food processing environment actual or simulated.
- Food safety plan/program based on HACCP principles.
- Cleaning resources – Food handling implements.

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components may be assessed of the job.

(6) Context of Assessment

This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Collect, analyse and organise information	Level 1	
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Plan and organise activities	Level 1	
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Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0191A: Work in a team

Competency Descriptor:

This is a specialized, unit of the human resource development. It covers the skills and knowledge required to operate as a team member.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Maintain good working relationships with others.	1.1 A courteous, helpful manners adopted all interactions. 1.2 Dispute resolution techniques must be used to clarify misunderstandings that may arise. 1.3 Good working relationship to help resolving workplace problems.
2. Co-operate with Colleagues to achieve workplace objectives	2.1 How to treat requests for help, information and assistance from workplace colleagues. 2.2 Give workplace information willingly. 2.3 Ability to pass on technical and other work place information, accurately and promptly. 2.4 Understanding his or her role in the team in achieving company objectives. 2.5 Must receive and identify production and workplace problems that may cause the company not to achieve production objectives. 2.6 Must record information for the review of supervisors.

RANGE STATEMENTS

The range statements indicate the context for demonstrating competence.

Others to include:

- Assigned work team
- Persons from other unit/department
- Internal customers generally

Dispute resolution techniques include:

- Discussion
- Clarifying issues
- Mediating

Request for help include:

- Solution to solve problems
- Shared resources

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

- Must be good at giving advice and taking advice.
- Must be observant, alert and quick to learn.
- Must seek information/ask questions when in doubt.
- Must be informed of company working policies.
- Must be informed of OHS requirements.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Types of disagreements that may occur on the job between members of staff.
- Approaches used in dealing with disagreements non-confrontational /confrontational.
- Ways to prevent disagreements that may affect the job and productivity.
- Knowledge of impact of disagreement between workers at the workplace.
- Reporting disagreements to the appropriate competent authority.
- Disciplinary and grievance policies of the company.
- Information communication skills are required for good workplace relationship.

Skill

The ability to:

- Listening skills must be evident.
- Be a team player
- Be flexible
- Understanding and knowledgeable in work operations.
- be good at giving advice and taking advice.
- be observant, alert and quick to learn.
- seek information/ask questions when in doubt.
- be informed of company working policies.
- be informed of OHS requirements.

(4) Resource Implications

Actual work or simulated environment appropriate to demonstrate this unit of competence.

(5) Method of Assessment

The practical aspects must be assessed in an actual/simulated work place context. Competence may be determined through observation of naturally occurring evidence on the job or during simulated activities. Paper based assessment of underpinning knowledge is not an absolute necessity.

(6) Context of Assessment

This unit must be assessed in an actual/simulated team environment.

CRITICAL EMPLOYABILITY SKILLS

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Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0131A: Perform stock control procedures

Competency Descriptor:

This unit involves the handling of stock. It includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

Competency Field: Retail Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive and Process Incoming supplies	1.1	Cleanliness and orderliness in receiving bay maintained according to store policy.
		1.2	Supplies unpacked using correct techniques and equipment in line with store policy.
		1.3	Packing materials removed and disposed of promptly environmental safety practices.
		1.4	Incoming supplies accurately checked and validated against purchase orders and delivery documentation.
		1.5	Items are received, inspected and recorded.
		1.6	Stock levels accurately recorded where required.
		1.7	Secure storage of goods arranged.
		1.8	Stock dispatched to appropriate area/department.
		1.9	Stock price and code labels applied where required.
2.	Rotate Stock	2.1	Stock rotation procedures carried out routinely and accurately.
		2.2	Excess stock placed in storage or disposed of in accordance with established policy/as instructed.
		2.3	Safe lifting and carrying techniques maintained.

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|----|---------------------------|-----|--|
| 3. | Participate in Stock take | 3.1 | Stocktaking and cyclical counts assisted with as required |
| | | 3.2 | Stock records documentation accurately completed. |
| | | 3.3 | Discrepancies in stock recorded and reported are promptly brought to the attention of relevant person. |
| | | 3.4 | Electronic recording equipment operated and maintained according to manufacturer's specifications. |
| 4. | Reorder Stock | 4.1 | Minimum stock levels correctly identified. |
| | | 4.2 | Stock requisition forms or electronic orders completed accurately. |
| | | 4.3 | Undelivered stock orders identified on stock system and followed up without undue delay. |
| 5. | Dispatch Goods | 5.1 | Goods to be returned to supplier identified and labeled with date, supplier and reason for return or referred to management if required. |
| | | 5.2 | Credit request documentation completed according to store procedure. |
| | | 5.3 | Goods stored securely while awaiting dispatch. |
| | | 5.4 | Delivery documentation completed according to established procedures. |
| | | 5.5 | Special delivery instructions noted. |
| | | 5.6 | Items packed safely and securely to avoid damage in transit. |

RANGE STATEMENT

The following variables may be present:

- Establishments' policies and procedures in regard to stock control and dispatch.
- Manual or electronic stock recording.
- Stock takes may be cyclical or compliance driven.
- Type of equipment.
- Range of products
- Seasonal and supplier availability.
- Supplies may need to conform to established quality guidelines.
- Items received inspected for damage, quality, use-by dates, breakage or discrepancies
- Stock control may include checking incoming or existing stock and special orders.
- Stock may be moved manually or mechanically.
- Delivery procedures.
- Varying levels of staff training.
- Routine or busy conditions.
- Full-time, part-time or casual staff.
- Handling techniques may vary according to stock characteristics.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to perform stock control procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- consistently applying store policies and procedures in regard to stock control
- consistently applying safe work practices in the manual handling and moving of stock
- interpreting and applying manufacturers' instructions with regard to handling stock and using relevant equipment
- receiving and processing incoming goods and dispatching outgoing goods according to store policies and procedures of establishment
- rotating stock and reordering stock/maintaining stock levels according to store policies and procedures
- assisting with stocktaking and cyclical counts according to establishments policies and procedures
- interpreting and processing information accurately and responsibly.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- establishment stock control
- labelling policy
- product quality standards
- correct unpacking of goods
- stale, missing or damaged stock
- equipment used for stock handling
- stock rotation
- waste disposal
- methods of storage
- delivery documentation
- stock record documentation
- dispatch documentation
- following set routines and procedures
- use of electronic labelling/ticketing equipment/resource
- handling perishable items

Skills

The ability to:

- maintain cleanliness and orderliness in receiving bay
- unpack goods
- remove and dispose of packaging materials
- check and validate incoming stock
- receive, inspect and record items
- record stock levels
- arrange secure storage of goods
- dispatch stock
- carry out stock rotation procedures
- maintain safe lifting and carrying techniques
- assist with stocktaking and cyclical counts
- complete stock records documentation
- operate and maintain electronic recording (where applicable)_equipment
- identify minimum stock levels
- complete stock requisition forms or electronic orders
- identify undelivered stock orders on stock system
- complete credit request documentation
- complete delivery documentation

(4) Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- manual/electronic labelling/ticketing equipment(when applicable)
- access to relevant equipment: (stock moving equipment)
- computers/stock recording equipment/resource
- relevant documentation, such as:

(5) Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
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Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0142A: Control labelling and packaging operations

Competency Descriptor:

This unit outlines all the necessary practices required by workers in the packaging and labelling workplace. It covers cleaning, sanitation, maintenance of raw material and equipment following the basic GMPs and food safety practices.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Preparing the forming, filling and sealing equipment in the processing operation	1.1 Materials and packaging equipments and other considerable are available to meet workplace requirements. 1.2 Cleaning and maintenance schedules and status of the equipment are work on and identified. 1.3 Operating machines, components and related and attachments are fitted and adjusted to meet workplace requirements. 1.4 Operating parameters are set to meet the required standards. 1.5 Equipment performance is checked and posted to meet company and legal standards. 1.6 Operating materials, chemical, physical and biological are confirmed ready for operation. 1.7 Labels and other materials are confirmed ready for the operation. 1.8 Pre-start checks are carried out as required by worker / trainee as set in company instructions.
2. Operate and Monitor the forming, filling and sealing process.	2.1 The process is operated according to workplace and company procedures. 2.2 Equipment is monitored for variations in operating conditions.

- 2.3 Variables in the packaging process – equipment, labelling, material and coding process are identified and reported according to company rules and legal regulations.
- 2.4 Packaging quality and seal integrity are monitored to insure that specifications are met.
- 2.5 Out-of-specification problems are identified, rectified and / or reported to maintain the process schedule.
- 2.6 GMPs and housekeeping standards are maintained.
- 2.7 Waste and other product deviations are reported and removed according to company operating procedures.
- 2.8 Working records are maintained as set out by company and workplace recording requirements.
- 3. Shut down of packaging process
 - 3.1 End of batch procedures are completed in accordance with batch instructions and good manufacturing operating procedures.
 - 3.2 The packaging equipment is shut down according to company / workplace procedures.
 - 3.3 Maintenance requirements are identified and scheduled and / or reported according to company reporting procedures.

RANGE STATEMENTS

- Work is carried out according to company policies and procedures, legal regulatory requirements, legislative acts, rules and industrial customer agreements.

Legal requirements as directed:

- GMPs
- codes of practice
- environmental management
- occupational health and safety legislation

Workplace information such as:

- SOPs specifications
- production schedules
- manufacturers instructions/forms and report sheets

- Forming, filling and sealing equipment and consumerables, fill equipment/can/bottle fillers and cappers, hermetic sealers, plastic pouches, cartons, etc.

Sterilization methods:

- Work is carried out in a graded clean room environment.
- Shut down procedures include cleaning and maintenance.
- Operation of equipment – may require process control panels and systems.
- All services must be available as is required- power, steam-water vacuum, compressed air, inert gases, etc.

EVIDENCE GUIDE

The range of variables for the unit of competency will inform and provide guidelines for assessment of worker / trainee.

(1) Critical Aspects and Evidence

- Access company / workplace information to determine process requirements
- Supply of packaging components, considerable and product must be identified and confirmed
- Conduct pre-start checks. This involves inspection of equipment condition, namely wear and tear, cleaning / clean, properly configured packaging, sensors and controls. Safety guards must be in place, according to workplace / legal requirements
- Start, operate and adjust, forming, filling, sealing process. Establish Critical Control points, inspection as is required to insure equipment is meeting the required specifications
 - Container formation
 - Weights and Volumes
 - Temperature
 - Supply of packaging components.
- Tackle corrective action as a response to packaging quality checked
- Locate emergency stop function on the equipment
- Demonstrate production and / or process changeover, batching, labelling, coding, etc.
- Maintain workplace good housekeeping standards including: -
 - Process control systems
 - Collect samples and do package integrity tests

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Purpose and basic principles of packaging
- Use of form filling and sealing
- Properties of the packaging materials used in the packaging process
- Effects of micro-biological contaminants on the characteristics of product and packaging material
- Sterilization techniques used and their effect
- Methods used to monitor packaging process – inspection, measuring / testing as is required by process variations in the process and corrective action
- Reporting format as per company requirements
- HACCP and control.
- Line clearance – cleaning and sanitation procedures
- Isolation and red-tag procedures
- Environmental controls – waste collection, handling of waste disposal and related process
- Basic operating principles of process, control panels and systems and the physical equipment
- Sampling and testing procedures
- Routine maintenance procedures

Skill

The ability to:

- Access company/workplace information to determine process requirements
- Supply of packaging components, considerable and product must be identified and confirmed
- Conduct pre-start checks. This involves inspection of equipment condition, namely wear and tear, cleaning/clean, properly configured packaging, sensors and controls. Safety guards must be in place, according to workplace/legal requirements
- Start, operate and adjust, forming, filling, sealing process. Establish Critical Control points, inspection as is required to insure equipment is meeting the required specifications
 - container formation
 - weights and Volumes
 - temperature
 - supply of packaging components and considerable
- Tackle corrective action as a response to packaging quality checked
- Locate emergency stop function on the equipment
- Demonstrate production and / or process changeover, batching, labelling, coding, etc.
- Maintain workplace good housekeeping standards including: -
 - process control systems
 - collect samples and do package integrity tests

(4) Resource Implications

- Actual or simulated work environment sufficient for the demonstration of this unit of competence.

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components may be assessed of the job.

(6) Context of Assessment

This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0172A: Carry out retort and cooling down operations

Competency Descriptor:

This unit involves the skills and knowledge required to carry out retort and cooling down operations.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare the retort for operation	1.1 Materials are confirmed and made available for operating requirements. 1.2 Cleaning and maintenance, requirements retort checked to confirm state of readiness 1.3 Machine compartment and related parts are fitted and adjust to meet operating requirements 1.4 Operating parameters are entered as is required to meet safety and production requirements. 1.5 Equipment performance is checked from previous records and adjust as is requires. 1.6 Pre-start up checks by way of a check-list-system carried out as required by company and legal requirements. 1.7 Adequate supply of services-steam air, electricity and other services are confirmed available and ready.
2. Prepare retort instruments for operation.	2.1 Retort instruments are checked to confirm readiness. 2.2 Instruments are checked to insure legal compliances. 2.3 Legal certification information is checked to confirm retorts capability. 2.4 The thermal processing instruments are checked and confirm ready. 2.5 Automatic recording and control systems, computers and hand operated systems are confirmed ready for operation according to legal and company policies.

- | | | | |
|----|--|-----|---|
| 3. | Operate and monitor the retort system | 3.1 | The process is started and operated according to workplace/company procedures. |
| | | 3.2 | Proper installation of the retort is essential and confirmed. |
| | | 3.3 | Equipment is monitored to identify variation in operating conditions. |
| | | 3.4 | Variation in equipment operation is identified and maintenance requirements are reported according to company and legal requirements. |
| | | 3.5 | Out-of-specification/or process deviations are identified, reported to the competent authority. |
| | | 3.6 | Work area Good housekeeping standards must be maintained. |
| | | 3.7 | Work place records are maintained according to company policies/and or legal requirements. |
| | | 3.8 | Waste/spoilage are reported and removed according to legal and company policy requirements. |
| | | 3.9 | Services-steam, electricity, are at fully capacity. |
| 4. | Shut-Down the retort system | 4.1 | End of batch procedures are completed in accordance with process schedule instructions and standard operating procedures. |
| | | 4.2 | The process is shut down according to workplace procedures. |
| | | 4.3 | Maintenance requirements are identified and reported according to company and legal reporting requirements. |
| 5. | Cool down of product and retort system | 5.1 | Retort and containers are partially cooled/and are completely cooled. |
| | | 5.2 | Cooling process depends on the size of containers being processed. |
| | | 5.3 | Services water are be confirmed available adequate and quality. |
| | | 5.4 | Water quality check-of for level of chlorine temperature and level of hardness of water and portability. |

RANGE STATEMENTS

The range of variables indicates the context for demonstrating competence. This is a guide, and may apply as required by the work context.

- Work is carried out according to company policy and procedures. Regulatory and certification requirements, legislative and industrial requirements ECT
- Legislative requirements reflect the procedures and specifications requirements by Jamaica Bureau of Standards Certification relevant licensing by Ministry of Labour covering environmental management, occupational health and safety

Workplace information may include:

- SOPs
- Specifications
- process schedules and instructions
- manufactures standards forms and reports
- Commercial sterilization method when bottles and pouches are used as containers.
- Work is done in a clean room environment free from dirt, excess water, floor well drained and noise level low in keeping with OHS regulations.
- Shut –down procedures may include cleaning.
- Retort operators carry out change and legal requirements

Retort/coolers equipment includes:

- Still retorts
- Agitating retort
- Continuous retorts
- Hydrostatic coolers
- With or without over-pressure
- Coding and materials handling equipment

Equipment components typically include:

- Vents
- Bleeders
- Spreaders
- Time and temperature measurement instrumentation

Material may include:

- Hot or cold product filled in different size containers.

Services may include:

- Power
- Compressed and instrumentation air
- Steam
- Treated cooling water

Process stages include:

- Cooking
- Cooling
- Post-cooling container handling

Confirming equipment status involves:

- Checking that hygiene and sanitation standards are met
- Safety guards are in place
- Equipment is operational
- Checking operation and calibration of measuring instruments

Monitoring the process may include:

- Use production data such as performance control and temperature charts

Control points include:

- Food safety
- Quality
- Regulatory
- Inspection points

Containers include:

- Cans
- Bottles
- Semi-rigid and rigid plastic containers

Process operation maybe:

- Manual
- Process control system

Information system maybe:

- Print
- Screen based

Containers holders:

- Baskets
- Cans
- Gondolas
- Rack dividers

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

(1) Critical Aspects and Evidence

- Access work place information to identify processing schedule requirements.
- Select, fit and personal protective clothing/and equipment. This includes work area entry and exit, and moving around the work area to minimize risk to health and safety.
- Confirm supply of the necessary consumable services Steam, air, water time clock and electricity.
- Conduct pre-start checks. This will involve inspection of equipment, temperature and pressure recording instrument, selecting appropriate setting and or related parameters for process schedules services and record controllers are correctly positioned, any scheduled maintenance has been carried out and all safety guards are in place and operational.
- Start, operate, monitor and adjust retort operation, to achieve required process schedule requirements. This may include monitoring critical control points conducting inspection as required to confirm process remain within process schedule specification.

This may include monitoring: -

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Contain flow rate.
- Seam functioning and flow rates
- Size of containers
- Fill levels
- Initial temperature of canned product.
- Process room instrumentation, equipment and operation.
- Principles of heat sterilization and its effect on microbiological characteristics of the product and container material.
- Basic operating principles of retorting.
 - This includes retort closure, venting, and process time.
- Operational understanding of main equipment components, status and purpose of guards, equipment operating capacities and applications and purpose and location of sensors and feed back instrumentation and services required for operation of the retorting process.
- Operating requirements and parameters as per process schedules. Corrective action recorded when outside of operating parameters.
- Typical equipment faults and related causes.
 - This includes recognition of signs and symptoms of faulty instrumentation, and equipment. Early warning signs of potential problems.
- Methods used to monitor the process. Inspecting measuring testing. Critical control points in the process and related procedures and record requirement.
- OHS hazards and controls. This includes recognizing the limitation of protective clothing and other equipment relevant to the work area.
- End of batch procedures – include calculating yield material reconciliation and action taken if yield reconciliation are not within prescribed limits and product labeling responsibilities and procedures.
- Requirements of different shut down as appropriate to the retort process and workplace production and legal requirements. This includes emergency and routine shutdowns and procedures that follow in the event of a power outage.
- Clearance of retort
- Isolation, tag out procedures and responsibilities
- Procedures and responsibility for reporting such production deviation and performance information.
- Environmental issues, and controls relevant to the retorting process.
- Products involved in the process deviation are isolated.
- Base operating principles of retort process control is a must, this includes the relationship between control panels and system and the physical equipment.
- Sampling procedures and routine maintenance procedures.

Skill

The ability to:

- Setting up the retort basket
- Start up the retort – Closing and venting process
- Check by-pass for steam to retort inlet, and automatic control valve and recorder controller.
- Check mercury in glass thermometer
- Check bleeder valves
- Check safety valve
- Take corrective action in response to out-of-specification procedures
- Monitor supply and flow of material to and from the retorting process
- Monitor and respond to and/or report equipment failure within level of responsibility.
- Report all process deviations products involved must be tagged accordingly.
- Locate emergency stop function on equipment.
- Follow isolation and tag out procedures as is required to the process.
- Follow end of batch procedures including line clearance, yield calculation, material/product reconciliation.
- Cool product as is required by process
- Complete company records as required.
- Maintain good housekeeping standards.
- Use process control system.
- Collect samples for quality control.
- Conduct batch/line changeovers.
- Sort, collect, treat, recycle or dispose of waste.
- Shut down equipment in response to an emergency situation.
- Prepare equipment for cleaning.
- Clean and sanitize equipment.
- Carry out routine maintenance.

(4) Resource Implications

- Sufficiently equipped environment to allow for the conduct of retorting and cooling down operations.

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components maybe assessed of the job.

(6) Context of Assessment

This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0352A**Describe and analyse data using mathematical principles**

Competency Descriptor:

This unit covers the knowledge required to use mathematical principles in the description and analysis of data in a work environment.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify common units of measurement and dimensions	1.1	SI units of measurement and related unit symbols are correctly identified.
		1.2	Common formulae used to measure characteristics of food are correctly identified and applied.
		1.3	Calculations involving fractions and ratios are accurately performed.
		1.4	Common units of measurement and dimensions used to describe physical properties of materials and food are correctly identified
2.	Apply linear algebra to analyse workplace information	2.1	An unknown value is correctly calculated given two known values.
		2.2	The principles of transposing values to solve workplace problems are correctly applied.
3.	Use graphs to analyse workplace information	3.1	Data analysis and presentation requirements are correctly identified.
		3.2	Graphs to analyze and display workplace information are appropriately selected and accurately generated.
		3.3	Process control chart is correctly constructed.

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

Common measurements include but are not limited to:

- Density
- specific gravity
- volume
- weight
- mass
- speed
- viscosity
- velocity
- other measures as appropriate to a production process

Graphs to be covered in this unit include but are not limited to:

- Statistical Process Control (SPC) charts and x-y charts

Production calculation relate to:

- selection of required formulae
- expressing the problem as an equation
- identifying the known and unknown values
- manipulating equations by transposing values as required
- converting units into compatible formats (i.e. SI units, multiples and sub-multiples)
- calculation of percentages and ratios
- conducting the calculation to obtain a solution
- recording results in the appropriate units and level of details

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to describe and analyze data using mathematical principles in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

The assessment process must address all of the following items of evidence.

- Identify the fundamental units (SI) of measurement - metres, kilograms and seconds
- Identify common derived units/measurements, related formulae and their application in a food processing context.
- Apply relevant formulae to measure physical characteristics of food products and/or processes
- calculate production requirements
- Identify common graphs commonly used in the workplace and relevance to displaying workplace information

Critical Aspects of Evidence (Cont'd)

- Construct charts to analyze and illustrate workplace information. This may include use of relevant software
- Calculate standard deviation for a given data set
- Apply an understanding of standard deviation to determine capability of a process
- Identify the target (mean value) for the process
- Identify upper and lower control limits to provide for 98% of units to fall within the limits

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- fundamental units (SI) of measurement - metres, kilograms and seconds
- common derived units/measurements, related formulae and their application in a food processing context.
- formulae used to measure physical characteristics of food products and/or processes
- calculating production requirements
- graphs commonly used in the workplace and relevance to displaying workplace information
- the use of software to construct charts to analyze and illustrate workplace information.
- calculating standard deviation for a given data set
- the application of standard deviation in determining the capability of a process
- the target (mean value) for a process
- concept of upper and lower control limits to provide for 98% of units to fall within the limits

Skill

The ability to:

- apply fundamental units (SI) of measurement - metres, kilograms and seconds in a food processing context.
- apply relevant formulae to measure physical characteristics of food products and/or processes
- calculate production requirements
- construct graphs to display workplace information
- construct charts to analyze and illustrate workplace information. This may include use of relevant software
- calculate standard deviation for a given data set
- apply an understanding of standard deviation to determine capability of a process
- identify the target (mean value) for a process
- identify upper and lower control limits to provide for 98% of units to fall within the limits

(4) Resource Implications

- An actual or simulated environment where this competency can be demonstrated.

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of a workplace context.

Assessment activities may also include written or verbal short answer testing, practical exercises, project work or observation of practical demonstration

(6) Context of Assessment

This unit of competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a natural or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

	6.4	Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.
	6.5	Output devices and materials are monitored for quality.
7. Access and transmit information via the Internet	7.1	Access to the Internet is gained in accordance with the provider's operating procedures.
	7.2	Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.
	7.3	E-Mail is sent and retrieved competently.
8. Close down computer system	8.1	The correct shut down sequence is followed.
	8.2	Problem with shutting down computer is reported promptly.
	8.3	All safety and protective procedures are observed.
	8.4	The system integrity and security are preserved.
9. Maintain computer equipment	9.1	Cleaning materials and/or solutions used meet specified recommendation.
	9.2	The equipment is cleaned as directed.
	9.3	Wear and faults identified are promptly reported to the appropriate personnel.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0182A: Manage and maintain closing machine

Competency Descriptor:

This unit is a specialist unit. It covers the skills and knowledge required to manage operate, trouble shoot, adjust and shut down a closing machine involved in can seaming, bottle closures and pouch and laminate closures.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare the Closing Machine/Sealing Machine for Operation	1.1 Materials are confirmed and made ready for operating requirements. 1.2 Cleaning and maintenance requirements of closing machine /checked-off on checklist system, to state of readiness for operation. 1.3 Machine components and related parts are fitted and adjust to meet operation requirements. 1.4 Operating parameters are entered as is required to OHS codes and production requirements. 1.5 Equipment performance records checked along with maintenance records. 1.6 Pre-start up checks must be done as is required by company and legal requirements. 1.7 All services such as steam, compressed air, electricity and other services confirmed ready for operating requirements.
2. Pre-start up checks must be done as is required by company and legal operate and monitor closing/ seaming machine	2.1 The equipment is attained and operated according to company and manufacturers guidelines and instructions 2.2 Equipment is monitored to identify variations in operating conditions 2.3 Identified variations requiring maintenances are reported.

- 2.4 Out-of Specification/or process derivations such can seam or sealing problems are identified and reported to the competent authority and/or appropriate maintenances steps carried out.
 - 2.5 Work area must observe good housekeeping standards.
 - 2.6 All services must be confirmed to be at full operating requirements.
 - 2.7 Critical Control Points are monitored to confirm performance is maintained with in specification.
- 3. Shut down the closing equipment.
 - 3.1 The equipment is shut down according to company or manufacture's procedures.
 - 3.2 Cleaning requirement is identified.
 - 3.3 Equipment is maintained to meet production packaging and sanitation requirements.
 - 3.4 Waste generated by both the process and cleaning procedures is collected, and disposed of according to company and environmental policies.
- 4. Record Information
 - 4.1 Work place information is record and reported according to company requirements.
- 5. Contribute to Continuous improvement of the closing/seaming system.
 - 5.1 Quality process output is assessed against specifications.
 - 5.2 Proposals for implementation within company planning arrangements and according to company procedures.

RANGE STATEMENTS

The magnitudes of variables provide information, which may be used to interpret the scope and context of this unit to competence

It assumes:

- Work is carried out in accordance with company procedures, manufactures licensing instructions, legal requirements and industrial OHS agreements.
- System operation typically involves planning, co-ordination and trouble shooting within workers level of authority.
- Closing /seaming systems may involves all technical information about the system based on the arrange of product s to be packaged.
- Critical Control Points refer to those key points in a work process which must be monitored and controlled. This includes all aspects of health & safety, quality and regulatory requirements as well as inspection points.
- Information systems may be in print, verbal or on screen.
- Coordination, planning and trouble-shooting is undertaken with the assistance of others in the company or manufactures technicians.
- Work place systems are in place to support closure / packaging system. These include, quality, food safety OHS and environment.

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

The ability to carry the following must be demonstrated:

- Liaise with all relevant work areas to confirm necessary, materials, services, equipment and Labour to meet closure/ packaging requirements.
- Confirm that all equipment with the system meets 6MP standards all safety guard are in place and equipment are ready for operation.
- Monitor implementation of set-up and start up procedures. This may involve monitoring the technical requirements on a checklist by others.
- Monitor observance of work procedures and the system.
- Monitor material flow and work in progress through the system.
- Monitor material flow and work in progress through the system.
- Confirm that the system operates within specified parameters and control points are monitored.

- System deviations/ or out-of-specification results are reported to competent authority or dealt with within level of responsibility.
- Co-ordinate batch/product changeovers.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Purpose and principles of closing /seaming packaging systems.
- Understanding the process control for the system where used.
- Technical knowledge of closing characteristics and legal /technical requirements.
- Codes and legal requirements relating to the product and packaging requirements.
- Calibration schedule and responsibilities.
- Types and purpose of test conducted to insure health and safety.
- Responsibilities in the areas of human resources, food safety, quality OHS and environmental management.
- Industrial awards and agreements relating to system operation.
- Hazards, risks, controls and methods of monitoring the closure requirements.
- Trouble shooting procedures and problem solving techniques.
- Recording and reporting requirements.

Skill

The ability to:

- Liaise with all relevant work areas to confirm necessary, materials, services, equipment and Labour to meet closure/ packaging requirements.
- Confirm that all equipment with the system meets 6MP standards all safety guard are in place and equipment are ready for operation.
- Monitor implementation of set-up and start up procedures. This may involve monitoring the technical requirements on a checklist by others.
- Monitor observance of work procedures and the system.
- Monitor material flow and work in progress through the system.
- Monitor material flow and work in progress through the system.
- Confirm that the system operates within specified parameters and control points are monitored.
- System deviations/ or out-of-specification results are reported to competent authority or dealt with within level of responsibility.
- Co-ordinate batch/product changeovers.
- Communicate information effectively.
- Plan maintenance and cleaning procedures to minimize description.
- Review and maintain procedures to support system improvements.

(4) Resource Implications

- Actual or simulated work environment sufficient for the demonstration of this unit of competence.

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components maybe assessed of the job.

(6) Context of Assessment

This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0442A**Operate a form fill and seal process**

Competency Descriptor:

This unit covers the skills and knowledge required to set up, operate, adjust and shut down a form, fill and seal process. This is a primary packaging process to fill product into packaging such as bottles, boxes, drums, bladders and pails. This unit can apply to both aseptic and non-aseptic filling and sealing processes.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare the filling and sealing equipment and process for operation	1.1	Materials and packaging components/consumables are confirmed and available to meet operating requirements.
		1.2	Cleaning and maintenance requirements and status are identified and confirmed.
		1.3	Machine components and related attachments are fitted and adjusted to meet operating requirements.
		1.4	Operating parameters are entered as required to meet safety and production requirements.
		1.5	Equipment performance is checked and adjusted as required.
		1.6	Pre-start checks are carried out as required by workplace requirements.
2.	Operate and monitor the form filling and sealing process	2.1	The process is started and operated according to workplace procedures.
		2.2	Equipment is monitored to identify variation in operating conditions.
		2.3	Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.
		2.4	Packaging quality and seal integrity are monitored to confirm that specifications are met.

- | | | |
|----|--|---|
| | 2.5 | Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification. |
| | 2.6 | The workplace meets housekeeping standards. |
| | 2.7 | Workplace records are maintained according to workplace recording requirements. |
| 3. | Shut down the form filling and sealing process | |
| | 3.1 | The appropriate shut down procedure is identified. |
| | 3.2 | The process is shut down according to workplace procedures. |
| | 3.3 | Maintenance requirements are identified and reported. |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

- Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements.
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports.
- Operation of equipment and processes may require the use of process control panels and systems.
- Form filling and sealing equipment may include pumps, fillers including bottle fillers, hermetic sealers, bag fillers, aseptic packaging, seamers, level detection equipment and conveyors. Related processes depend on product requirements and may include product preparation equipment such as mixers, blenders, carbonators, heat exchangers, chillers, crystallisers.
- Packaging may include vacuum packing and Modified Atmosphere Packaging (MAP).

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate a form fill and seal process in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Ability to:

- Access workplace information to identify filling and packaging requirements.
- Select, fit and use personal protective clothing and/or equipment.
- Confirm supply of necessary packaging components/consumables, product and services.
- Conduct pre-start checks. This may involve inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean, correctly configured for packaging requirements, packaging components/consumables are loaded, sensors and controls are correctly positioned, any scheduled maintenance has been completed, and all safety guards are in place and operational.
- Start, operate, monitor and adjust the form filling and sealing process equipment to achieve required outcomes. This may include monitoring control points and conducting inspections as required to confirm process remains within specification. This may include monitoring: flow rates, product weights and volumes, fill levels, times and temperatures – (includes product and sealing temperatures), supply of packaging components/consumables, packaging quality and seal integrity. This may include testing seal integrity.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- Purpose and basic principles of form filling and sealing. This includes an understanding of the purpose and characteristics required of packaging materials used and the method used to fill and seal product. Where methods involve vacuum or MAP packaging, it includes an understanding of the effect of modified atmosphere on product shelf life.
- Product and packaging coding requirements and related legal requirements including product weight.
- Basic operating principles of form filling and sealing equipment. This may include an operational understanding of main equipment components, status and purpose of guards, equipment operating capacities and applications and the purpose and location of sensors and related feedback instrumentation and services required for operation of filling equipment used in the workplace.
- The flow of processes supplying the form filling and sealing process and the effect of outputs on downstream processes.

Knowledge (cont'd)

Knowledge of

- Quality characteristics and requirements of form filling and sealing. This may include an understanding of quality requirements of product and packaging components/consumables, requirements of filling including fill levels and weights, requirements of seal formation and integrity. It may require an understanding of integrity testing procedures.
- Methods used to monitor the process. This may include inspecting, measuring and testing as required by the process. It requires awareness of inspection or test points (control points) in the process and the related procedures and recording requirements.
- Operating requirements and parameters and corrective action required where operation is outside specified operating parameters. This includes an understanding of procedures to clear a breach and restart following a crash or jam up as appropriate.
- Typical equipment faults and related causes. This includes recognition of signs and symptoms of faulty equipment and early warning signs of potential problems.
- Common causes of variation and corrective action required. This includes an understanding of the effect of variation in both product and packaging components/consumables on filling and sealing performance. For example, it may include an understanding of the effect of temperature variation on the filling process.
- Food safety hazards and risks associated with form filling and sealing and related control measures.
- OHS hazards and controls
- Requirements of different shut downs as appropriate to the process and workplace production requirements. This includes emergency and routine shutdowns and procedures to follow in the event of a power outage.
- Isolation, lock out and tag out procedures and responsibilities.
- Product/packaging changeover procedures.
- Procedures and responsibility for reporting production and performance information.
- Environmental issues and controls relevant to the form filling and sealing process. This includes waste/rework collection and handling procedures related to the process.
- Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment.
- Aseptic form filling and sealing requirements.
- Sampling and testing procedures.
- Cleaning and sanitizing procedures.

Skill

The ability to:

- Take corrective action in response to out-of-specification results.
- Respond to and/or report equipment failure within level of responsibility.
- Locate emergency stop functions on equipment.
- Follow isolation and lock out/tag out procedures as required to take form filling and sealing process and related equipment off line in preparation for cleaning and/or maintenance within level of responsibility.
- Prepare form filling and sealing equipment for cleaning.
- Demonstrate product/process changeovers.
- Complete workplace records as required.
- Maintain work area to meet housekeeping standards.
- Use process control systems.
- Demonstrate aseptic form filling and sealing procedures.
- Collect samples and conduct tests.
- Clean and sanitize equipment.

(4) Resource Implications

- Actual or simulated work environment sufficient for the demonstration of this unit of competence.

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves competence.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with a range and variety of instances cited in the Range.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0342A**Apply an understanding of food additives**

Competency Descriptor:

This unit covers the knowledge required to recognise the characteristics and functions of food additives, preservatives, colours and flavours used in food products and to manage their use in a production process.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify additives used in food	1.1	Types of food additives and common additives used in food processing are identified.
		1.2	Functions of food additives are identified.
		1.3	Legal requirements relating to use of food additives are identified.
		1.4	Legal and quality consequences of incorrect additive addition are identified.
2.	Manage use of additives in a production process	2.1	Additives used in product range produced in the production process are identified.
		2.2	Methods of addition are suited to food additive and production requirements.
		2.3	Procedures for safe handling and addition of food additives are reviewed and/or established.

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context.

Handling of food additive, preservatives, colours and flavours and related work processes are consistent with company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements and takes account of OHS and environmental impact

Storage, handling and processing conditions that affect the characteristics of colours and flavours includes but is not limited to:

- changes in pH
- temperature change
- exposure to light
- exposure to humidity
- packaging materials

Methods of addition include:

- Addition by hand
- Addition by automatic machines
- By way of incorporation with other ingredients (e.g. Addition of Pectin to jams and jellies)

Types of common food additives include:

- preservatives
- anti-oxidants
- acidulants
- organoleptic and nutritional modification agents
- colours and flavours - includes synthetic and natural; oil and water soluble and lakes (dispersion in oil - applying to colours only)
- technological aids

Functions of common food additives:

- texture modifying agents
- organoleptic and nutritional modifying agents.
- flavours, colours, flavour enhancers, sugar-free sweeteners, minerals, vitamins and food acids shelf-life enhancing agents.
- preservatives, anti-oxidants and food acids technological aids.
- humectants, enzymes, propellants, flour treatment, caking agents, bleaching agents.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply an understanding of food additives in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

The assessment process must address all of the following items of evidence.

Identify common food additives and group them by function. Groupings include but are not limited to:

- preservatives
- anti-oxidants
- acidulants
- organoleptic and nutritional modification agents
- colours and flavours - includes synthetic and natural; oil and water soluble and lakes (dispersion in oil - applying to colours only) technological aids

For each main grouping, identify common types of additives used in the food industry

- Identify the functions of food additives commonly used in food. This includes but is not limited to the functions of:
 - texture modifying agents
 - organoleptic and nutritional modifying agents. This includes flavours, colours, flavour enhancers, sugar-free sweeteners, minerals, vitamins and food acids
 - shelf-life enhancing agents. This includes preservatives, anti-oxidants and food acids
 - technological aids. This includes humectants, enzymes, propellants, flour treatment, -caking agents, bleaching agents
- Identify additives, colours and flavours used in product range produced in the workplace. For each type, identify:
 - coding system used to describe food additives, colours and flavours
 - legal requirements relating to additives used as established by Jamaica Bureau of Standards
 - function in the food product
 - typical quantities used and related units of measurement
 - preparation requirements. This may require an understanding of forming and breaking emulsions, preparation of solutions
 - addition systems and related equipment requirements
 - health and safety issues related to handling of additives
 - process recording requirements
 - consequences of incorrect additive addition. This includes an understanding of the Food Standards Code as it relates to food additives used in a given product range. It also covers an understanding of the quality and food safety hazards of incorrect addition
- Review and/or establish procedures to describe storage, handling and processing conditions that affect the characteristics of colours and flavours. This includes but is not limited to:
 - changes in pH
 - temperature change
 - exposure to light
 - exposure to humidity
 - packaging materials
- Review and/or establish procedures to describe the method of preparation and addition of additives to food products produced in the workplace.
- Given examples of incorrect addition of food additives that could occur in the production process, determine appropriate corrective action within company policy and level of authority.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- common food additives and their functional groups
- common types of additives in each main grouping used in the food industry
- the functions of food additives commonly used in food.
- additives, colours and flavours used in product range produced in the workplace
- coding system used to describe food additives, colours and flavours
- legal requirements relating to additives used as established by the Jamaica Bureau of Standards
- function in the food product
- typical quantities used and related units of measurement
- preparation requirements. This may require an understanding of forming and breaking emulsions, preparation of solutions
- addition systems and related equipment requirements
- health and safety issues related to handling of additives
- process recording requirements
- consequences of incorrect additive addition.
- Codex Alimentarius/FAO regulations on additives
- GRAS (Generally Recognise As Safe) list
- Local and International Trade agreements such as WHO, WTO and EU rules and procedures for additives.
- HACCP procedures on record keeping.
- The chemical and physical effect of additives on food products – processing and safety concerns for the consumer.

Skill

The ability to:

- Review and/or establish procedures to describe storage, handling and processing conditions that affect the characteristics of colours and flavours.
- Review and/or establish procedures to describe the method of preparation and addition of additives to food products produced in the workplace.
- Given examples of incorrect addition of food additives that could occur in the production process, determine appropriate corrective action within company policy and level of authority.

(4) Resource Implications

- An actual or simulated work environment where this competence in this unit can be demonstrated.

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of an individual workplace context.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to demonstrate an understanding and use of food additives as identified in the range

Assessment activities may also include written or verbal short answer testing, practical exercises, research/project work or observation of practical demonstration.

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0031A: Receive and handle raw material

Competency Descriptor:

This is a unit developed specifically for the fruit and vegetable processing sector. It covers processes such as inspecting, cleaning, sorting, and grading, as well as weight, volume and quantity verification.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Inspect raw materials used in production	1.1	Type and quality of materials are confirmed and identified
		1.2	Receiving equipment / system used to collect / convey / transfer materials to receiving / or required location
		1.3	Materials are inspected to confirm compliance with quality requirements
		1.4	Non-conforming materials are identified and removed
2.	Grade and sort materials	2.1	Materials are sorted and graded to meet production requirements.
		2.2	Waste material non-compliant is collected, treated and / or disposed of according to company and legal environmental procedures.
3.	Volume / Weight quantities, verification of these quantities	3.1	Confirm equipment available and ready for operation.
		3.2	Cleaning and maintenance requirements and status are identified and confirmed.
		3.3	Equipment components and related attachments are fitted and adjust to meet operating requirements.
		3.4	Parameters are confirmed; calculators and computer software packages are confirmed, ready for mathematical operation.
		3.5	Raw materials are weight, measured and checked according to given criteria.
		3.6	Measuring instruments/equipment are accurately read and recorded.

- 3.7 Report prepared correctly and made available within given time.
- 3.8 The work is done in accordance with company procedures legal
- 3.9 Requirements, environment requirement, international and industrial agreements.
- 3.10 Materials are weight or measured as per company policy to meet production standards.
- 3.11 Weight/Volume verification is recorded to determine production requirements and efficient.
- 3.12 Raw materials are stored according to company policy.

RANGE STATEMENT

These variables provide advice on interpretation of the scope, and context of this competence. It requires the trainee /worker to be acquainted with:-

- Work is done in accordance with company procedures, legal Requirements, environmental requirements, international and industrial agreements
- Cleaning methods include washing (wet) and dry cleaning (with brushes, etc.)
- Transporting equipment / system may include boxes, conveyor belt, water flumes, and pumped systems.
- Inspection is by visual inspection.
- Information may be written, oral or posted on screens / notices

Weight volumes quantities verification.

- Solid
- Liquids
- grains

Storage of raw materials.

- Temporary holding
- Long term

EVIDENCE GUIDE

Competency is to be demonstrated by effectively reading and interpreting drawings to locate or identify nominated features or functions in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

- Operate transporting equipment/system as is company policy.
- Sort, size and grade to meet specification/quantity requirements.
- Identify non-compliance/out of specification and take appropriate corrective action.
- Sort, collect, treat, recycle or dispose of non-complaint materials based on legal and environment requirements.
- Maintain work area and equipment to meet good manufacturing practices.
- Confirm type of raw materials through identity codes and standards if identity for raw materials.
- Confirm that raw materials have been sorted, graded, and cleaned.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Link between raw materials receiving and the other related processes.
- Raw materials specifications and quality requirements.
- Raw materials conveyance system, basic principle and how it relates to the other conveying systems in the process.
- Cleaning materials and methods used in the cleaning process. This includes both wash and dry cleaning methods and reasons for selecting both or one or the other.
- Consequences of inadequate cleaning procedures.
- What type of methods used to identify non-complaint materials and how it is handled?
- Sizing and grading criteria and the procedure.
- Materials handling requirements as is required legally and workplace specifications.
- Hazard Critical control points.
- Environmental issues and legal international and local requirements
- Legal (Company) workplace procedures and responsibility for reporting on non-conforming materials

Skills

The ability to:

- Identify and confirm cleaning maintenance requirements status.
- Weigh, measure and check raw materials according to given criteria.
- Prepare report correctly.
- Raw materials are weight, measured send check according to given criteria.
- Read and record measuring instrument accurately.
- Inspect materials to meet compliance quality requirements.
- Store raw materials according company policy.

(4) Resource Implications

- Accessing to workplace information as to identity raw materials specification and quantity requirements.

(5) Method of Assessment

- The practical aspects must be assessed in an actual work place context. Theoretical components maybe assessment of the job.

(6) Context of Assessment

This unit must be assessed on the job/in actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0121A: Process dried products

Competency Descriptor:

This unit is developed for the processing of dried products. It covers the skills and knowledge required for preparing and operating a process for producing dried products.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for drying operation	1.1	Product and materials are confirmed and available to meet the production process.
		1.2	Product and materials are prepared to meet production requirements.
		1.3	All services are confirmed as available and ready for operation.
		1.4	Equipment is checked to confirm readiness for use.
		1.5	The process must meet production requirement.
2.	Operate and Check the drying Process	2.1	The processing process starts according to company procedures.
		2.2	Critical Control points are established to monitor production to insure that performance is maintained within specifications.
		2.3	All processes meet process schedules specification outline by flowchart.
		2.4	Equipment is monitored to ensure good manufacturing practices and conditions.
		2.5	Out – of – specification products, processes and equipment performances are identified, rectified and / or reported appropriately.
3.	Shut down the Processing Operation	3.1	The process is shutdown according to company's schedule process procedures
		3.2	Equipment is dismantled and cleaned

- | | | |
|----|--------------------|---|
| | 3.3 | Waste generated by the process and cleaning procedures is collected, treated and disposed of or recycled according to work place procedures |
| | 3.4 | Work – in – progress and workplace information is recorded on the appropriate recording forms |
| 4. | Record Information | |
| | 4.1 | Company / workplace is recorded in the way required |
| | 4.2 | End of batch procedure, involves product identification to insure health and safety. |

RANGE STATEMENTS

These variables try to show how to interpret the scope and context of the dried product-processing unit of competence

Work is carried out in accordance with company procedures, technical requirements and legal requirements

Information on GMP / SOPs, product specification, production schedules, technical information on production.

Information may be given by:

- Company or technical manuals
- supervisor or other experienced operators in the workplace
-

Equipment includes:

- dryers – mechanical steam hot air
- solar dryers
- electrical dryers,
- refractometers
- static strainers
- screens

Product and materials include:

- wide range of fruit and vegetable materials

Including fermentations:

- Sulphur dioxide
- Organic acids
- Sugars
- calcium chloride
- yeast phosphates

Services include:

- electric power
- water, compressed air
- inert gases for packaging

- Sanitation and hygiene standards, health and safety requirements. Checking the operation and calibration of measuring instruments

- Process set up, operation and monitoring functions may involve understanding manual processes or the use of automated process control systems
- Critical Control Points monitored and controlled. Food safety, quality and regulatory controlled points is a must
- Information systems may be print or other methods

Work may involve:

- exposure to chemicals/heat (steam) hazardous/dangerous conditions
- electricity/sun vapours

EVIDENCE GUIDE

This identifies the skills and knowledge to be demonstrated to confirm competence for this unit. It is also necessary to take into account the range of variables when checking on worker / trainee competence.

(1) Critical Aspects and Evidence

- Access company and technical information to identify processing requirements
- Use of proper personal protective clothing and / or requirement
- Ensure / confirm / identify supply of necessary product and materials and services
- Liaise with other work areas
- Prepare product and materials as is required

Inspect materials for use in production

- type and quality of materials
- materials are inspected to confirm compliance and quality requirements
- non-conforming materials are identified and removed

Grade and sort materials

Materials are sorted, peeled, graded to meet production requirements.

- Waste is collected, treated and / or disposed of according to workplace procedures

Records of production

- Weights and volumes of raw materials used
- Weights and volumes of waste material
- These recorded to calculate production parameters according to workplace requirements
- Refract meter / Temperature records of production, treatment of processing solutions
- Heat processing times, blanching correct time and temperature
- Critical Control points product in solution secured to insure health and safety and quality product as per technical and company requirements

Dried product process

Prepare equipment

Cleaning and sanitizing of dryer and adjunct equipment – trays, racks, etc

- Special position of products on the trays / racks in the dryer. Fruits and vegetables, fish and other products
 - Check drying conditions / parameters of temperature, humidity, using thermometers, computer controlled or manual systems
 - Position of solar dryers – re: sun position
 - Product is monitored to insure drying to correct texture, water activity, taste, colour, health and safety
 - Product is removed from dryer and allowed to equilibrate to ambient temperature
 - Packaging and labelling and storage to prevent hygroscopic rehydration or contamination
 - Monitor the process and equipment operation to identify out – of – specification results or non-compliance
- (a) The drying tray rotation
 - (b) Drying efficiencies
 - (c) Available heat
 - (d) Product loss
 - (e) Dilution
 - (f) Oxidation / flavour changes
 - (g) Product characteristics, (moisture, texture, solids content, case hardening, etc)
 - Shutdown equipment in response to any emergency situations
 - Shutdown in response to routine shut down requirements
 - Maintain workplace good manufacturing / housekeeping standard

Cleaning of Equipment: - may include:

Dismantling of equipment:

- Removing attached waste
- Clean and sanitize equipment
- Take samples
- Test samples
- Routine maintenance
- Insure environmental compliance of process procedures.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Product and materials preparation requirements and effect of variation on the process
- Main methods used in the drying process
- Salting, sugaring and fermentation reaction
- Techniques that may be manipulated to process the best quality product characteristics
- Process deviations and corrective action
- Red tag / lock out procedures
- Recording procedures of problems
- Waste handling requirements and procedures
- Environmental concerns.

Skill

The ability to:

- Prepare the drying process for operation.
- Operate and check the processing process.
- Carry out shut down operations.
- Maintain records.

(4) Resource Implications

Food processing environment (actual or simulated).

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components maybe assessed on the job.

(6) Context of Assessment

- This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCOR0011A: Work with colleagues and customers

Competency Descriptor:

This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Communicate in the workplace	1.1	Communications with customers and colleagues are conducted in an open, professional and friendly manner.	
	1.2	Appropriate language and tone is used.	
	1.3	Effect of personal body language is considered.	
	1.4	Sensitivity to cultural and social differences is shown.	
	1.5	Active listening and questioning are used to ensure effective two-way communication.	
	1.6	Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.	
2. Provide assistance to internal and external customers	2.1	Trust, support and respect is shown to team members in day to day work activities.	
	2.2	Cultural differences within the team are accommodated.	
	2.3	Work team goals are jointly identified.	
	2.4	Individual tasks are identified, prioritised and completed within designated time frames.	
	2.5	Assistance is sought from other team members when required.	
	2.6	Assistance is offered to colleagues to ensure designated work goals are met.	
	2.7	Feedback and information from other team members is acknowledged.	
	2.8	Changes to individual responsibilities are re-negotiated to meet reviewed work goals	

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Depending upon the organisation and the specific situation customers may include but are not limited to:

- members of other tourism and hospitality industry sectors
- internal individuals or groups
- local residents
- visitors
- media
- workmates/colleagues

Customers with specific needs may include:

- those with disability
- special cultural needs
- unaccompanied children
- parents with young children
- single women

EVIDENCE GUIDE

Competency is to be demonstrated by effectively applying interpersonal, communication and customer service skills in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to communicate effectively with customers and colleagues (including these with special needs) within the range of situations required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the variances and special requirements that apply in particular situations

(2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- needs and expectations of different customers as appropriate to industry sector

Skills

The ability to apply:

- listening skill
- questioning techniques
- non verbal communication skills
- understanding of teamwork principles

(4) Resource Implications

The following resources should be made available:

- fully equipped hospitality and tourism environment (simulated or actual enterprise)

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0041A: Pre-process raw materials

Competency Descriptor:

This unit relate to the skills and knowledge required to effectively prepare products for canning/bottling activity.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for pre-processing	1.1 Materials are confirmed and available to meet operating requirements. 1.2 Cleaning and maintenance requirements and status are identified and confirmed. 1.3 Machine components and related attachments are fitted and adjusted to meet operating requirements. 1.4 Processing/operating parameters are entered as required to meet safety and production requirements. 1.5 Equipment performance is checked and adjusted as required. 1.5 Pre-start checks are carried out as required by workplace requirements.
2. Operate and monitor the pre-processing process	2.1 The process is started and operated according to workplace procedures. 2.2 Equipment is monitored to identify variation in operating conditions. 2.3 Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements. 2.4 The process is monitored to confirm that specifications are met. 2.5 Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification. 2.6 The workplace meets housekeeping standards.

- | | | |
|----|--------------------------------------|---|
| | 2.7 | Workplace records are maintained according to workplace recording requirements. |
| | 2.8 | Critical control points are monitored to confirm that performance is maintained within specifications. |
| | 2.9 | Process must meet specification. |
| 3. | Shut down the pre-processing process | 3.1 The appropriate shut down procedure is identified. |
| | | 3.2 The process is shut down according to workplace procedures. |
| | | 3.3 Maintenance requirements are identified and reported according to workplace reporting requirements. |
| | | 3.4 Waste generated by both the process and cleaning procedures, is collected, treated and disposed of, or recycled according to company policy and procedures. |

RANGE STATEMENTS

These variables provide further advice on the interpretation of the scope and context of this competence and assume the following:

Work is done in accordance with company procedures, legal requirements, and Good Manufacturing Practice (GMP).

Workplace information must include:

- Standard Operating Procedures (SOP s)
Specifications process schedules / instructions:
- Maintenance schedules
 - working notes
 - manufacturer's instructions for equipment use
 - material safety Data sheets
 - Instructions written or verbal from manager, supervisor, or operator

Product and raw materials may include:

- peeled
- sectioned
- crushed fruits with additions
- including Sulphur dioxide, acids, etc.

Equipment may include:

- rotary peelers
- washers
- blanchers
- pasteurizers
- vats/open kettles
- pulper finishers
- drainers, etc.

Services include:

- power (electric) water (potable) culinary steam
- clean compressed air, and / or inert gases.

- Check equipment, sanitation standards and pre-start up requirements. Information on the process schedule may be in print/or computer screen based
- Checking the mechanical operation and calibration of measuring instrumentation must be involved in the process. The work process may involve exposure to chemicals, dangerous or hazardous substances or devices
- Monitoring of the process involves data process control charts automatic or manual records. Shut down includes:
 - Batch change over
 - Equipment change over
 - Personnel/Staff/ Worker /Trainee change over. Change over of product code, labels and package /container changes
- Process schedule set-up, operation and monitoring functions maybe manual or involve the use of computerized automatic process control system.
- Critical Control points refer to those key points in a process schedule that must be monitored and controlled. This includes food safety (critical) quality and legal regulatory control points as well as inspection points.

EVIDENCE GUIDE

Identifies the skills and knowledge to be demonstrated, to indicate / or confirm the trainees or workers competence in this unit work area.

(1) Critical Aspects and Evidence

Demonstrated ability to:

- Access workplace information to identify the required processing requirements.
- Select, fit and use personal protective clothing and / or equipment
- Confirm supply of necessary product and materials and services
- Liaise with other work areas
- Prepare product and materials as is required; This may include:
 - Peeling
 - sectioning
 - chopping
 - grinding
 - pulp processing
 - juice extraction
 - filtering juice, etc.

- Confirm equipment status and condition:
 - Food contact surfaces must be stainless steel from reactive surfaces
 - Equipment lubrication – food grade lubricants
 - Cleaning / sanitation requirements have been met
 - Position / alignment of seaming equipment
 - Integrity of seals.
- Set up and start up the process
- Monitor the process and equipment operation to identify process deviations or non-compliance with process schedule. This includes: -
 - Fill volumes / or weight
 - Exhaust box operation
 - Seam machine / closing machine operation
 - Product loss

Relevant product characteristics

- Monitor supply and flow of product and materials to and from the process
- Take corrective action in response to product deviations or process schedule non-compliance
- Conduct product / or batch change over
- Follow confined space entry policies and procedures when required
- Report and / or record corrective action as required
- Sort, collect, heat, recycle or dispose of waste.
- Shut down equipment in response to emergency situation
- Shut down equipment in response to routine shut down requirements
- Record factory floor information
- Maintain work area to meet GMP's
- Prepare equipment for cleaning; this may include draining, dismantling, rinsing, in preparation for sanitation.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Purpose and principles of processing in canning / bottling
- Link related processes
- Stages and changes, which occur during the processing.
- Effect of process stages and end product quality characteristics and uses of must processing product and materials.
- Product and materials preparation requirements and effect of variation on process

Skill

The ability to:

- Clean and sanitize equipment
- Take samples
- Conduct tests
- Carry out routine maintenance
- Identify, rectify and / or report environmental non-compliance
- Carry out transfer operations
- Prepare and make additions and fitting

Knowledge

Knowledge of: (Cont'd)

- Method used in the must processing in Canning / bottling, Blanching techniques
- Pulper finishing
- Exhausting
- Retorting
- Techniques that must be used to manipulate the process schedule to produce a consistent product
 - Time / temperature / pressure, etc
 - Steam / air / water
 - Process specifications, procedures and operating parameters
 - Equipment and instrumentation
 - Components, purpose and operation
 - Basic operating principles of process control systems where relevant
 - Services used
- Significance and method of monitoring Critical Control points within the process
- Common causes of variation and corrective action required
- Lock out and tag out procedures
- Procedures and responsibility for reporting problems
- Environmental issues and controls.
- Shut down and cleaning requirements associated with change or shift, batch and or types of shut downs
- Waste handling requirements and procedures
- Recording requirements and procedures may include:
 - Sanitation and cleaning procedures
 - Testing procedures
 - Routine maintenance procedures
 - Product transfer procedures.

(4) Resource Implications

- Food processing environment (actual or simulated).

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components maybe assessed of the job.

(6) Context of Assessment

- This unit must be assessed on the job/in an actual food-processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0131A: Prepare/process pickled and salted products

Competency Descriptor:

This unit relates to the skills and knowledge required to prepare or process pickled and salted products.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare the System for Operation	1.1 Supply of materials confirmed to meet production and packaging requirements. 1.2 All essential services are confirmed – power, water, etc. are ready for the process operation. 1.3 Equipment is checked to confirm health and safety, hygiene and sanitation readiness for use in production. 1.4 Raw materials are inspected and confirmed compliant with quality requirements. 1.5 Non-conforming materials are identified and removed.
2. Grade and Sort Materials	2.1 Materials are sorted and graded to meet production quality. 2.2 Waste is collected, treated and disposed of according to company procedures and / or legal environmental regulations standards requirements.
3. Operate and Monitor the MUST Processing Process	3.1 Weights / Volumes taken and recorded as by workplace requirements 3.2 Samples of product (raw materials) and pickling solutions are taken and tested to insure that they are within specifications. 3.3 Out – of – specification results are treated as per company rules- any deviation must be reported and corrections taken recorded. 3.4 Product is handled in accordance with workplace hygiene and sanitation requirements. 3.5 Proper storage of product identified as required.

- 4. Prepare pickled poultry meat and fish
 - 4.1 Containers are cleaned properly.
 - 4.2 The raw material is correctly prepared for pickling.
 - 4.3 The pickling medium is correctly prepared.
 - 4.3 The pickling solution is correctly sampled for testing.
 - 4.4 Pickling medium is applied in the correct proportion and using the appropriate method.
 - 4.5 The product is properly formed using appropriate method as necessary.
 - 4.6 The pickled product is placed in the proper location and held for the correct time.
 - 4.7 Adjustments are correctly made to the pickling solution or product as instructed.
 - 4.8 The pickled product is properly removed for further processing, packaging or storage.
- 5. Prepare salted poultry, meat and fish
 - 5.1 Containers are cleaned properly.
 - 5.2 The product is properly covered in salt on all sides.
 - 5.3 The salinity of salt solution is correct.
 - 5.4 Salt is correctly added to top up the container.
 - 5.5 Cured products are properly removed for further processing or packaging.
- 6. Prepare pickled vegetables fruits and tubers
 - 6.1 Containers are properly cleaned.
 - 6.2 Raw material is correctly prepared.
 - 6.3 Pickling medium is correctly prepared for type product.
 - 6.4 Pickled product is placed in correct location.
 - 6.5 Sampling and testing are correctly done.

	6.6	Pickling solution is correctly adjusted as required.
	6.7	Packaging or further processing of product is correctly carried out.
7.	Identify Sources of Contamination and Spoilage	7.1 Contamination and cross-contamination rules are identified and steps taken to reduce this risk.
		7.2 Corrective action taken when contamination is identified in accordance with company and regulatory requirements.
8.	Maintains work place Hygiene and Sanitation requirements	8.1 Personal hygiene practices are outlined by company rules and requirements
		8.2 Workers / trainees work is coordinated hygienically in accordance with company policy and requirements.

RANGE STATEMENTS

This statement on the extent of variables provides details of scope of the elements and performance criteria to allow for differences with the pickling enterprises and specific Companies. This reflects on the practices, knowledge and requirements. The variables focus on the assessment process as it relates to pickling.

Operation Health and Safety requirements:

- Legal – Public Health (Min. Of Health) Regulations and Guidelines for the Meat Industry
- Requirements as set out by the Bureau of Standards Act
- Public Health guidelines on meats for human consumption
- Local Parish Council regulations
- Public Health Inspectors guideline for processing

Personal hygiene and protective equipment:

- Uniforms
- Waterproof clothing
- Work and Safety / waterproof footwear
- Protective hand and head and hair covering

Hygiene and Sanitation requirements:

- Company regulations
- Government regulations

Company workplace requirements include:

- Work instructions
- Standard operating procedures
- Government requirements re: Health and Safety
- Quality assurance requirements
- The ability to perform the task to production standards

Products include pickled/salted:

- Meat
- Poultry
- Fish
- Vegetables
- Fruits
- Peppers
- Gingers
- Onion
- Heat garlic
- Mushroom
- Papaya

Pickling method:

- Submerging
- Injecting

Pickled media:

- Wet
- Dry

Forms:

- Plastic tubing
- Plastic mesh bags
- Metal casing

Pre-preparation methods include:

- Cutting
-

Contamination Sources may include:

- Physical contaminants such as dust, grease, excreta, etc.
- Foreign bodies
- Chemical agents – cleaning chemicals, pesticides.
- Microbiological and biological agents, - bacteria, flies, etc.
- Raw materials such as sugar, salt etc.

Steps taken to reduce the risks include:

- Hand washing
- Good manufacturing and housekeeping practices
- Maintaining clean clothing and good personal hygienic practices
- Raw material sources properly identified and confirmed.

Corrective action taken:

- Trimming product
- Disposing of contaminated product

Meat processing area:

- Design of the area
- Floors – non-skid
- Boning area
- Lighting of area
- Water clean/potable

Routine reports may be:

- In everyday language for the industry, mathematical, technical and scientific terms commonly used
- Good oral presentation
- Written in standard format as per Company requirements
- Collection of data from all sources
- Directly related to own work and work area problem solving
- Completed with assistance of others

Mathematical operations and tasks as it relate to own work and work area problem solving:

- Use of computers, calculators
- Routine estimations and calculations using specific formula and procedures to work out pickling solutions
- Operating using percentages, comparisons and variations
- Accurate recording of temperature, time, volume, weight and quantity in the required format

EVIDENCE GUIDE

The range of variables for the unit of competency will inform and provide guidelines for assessment of worker / trainee.

(1) Critical Aspects and Evidence

Prepare pickled/salted:

- Protein (meat, fish, chicken)
- Vegetables
- Fruits

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- hygiene and sanitation requirements of work area
- the consequences of contamination, food spoilage, meat spoilage for hygienic handling and processing of meat
- the consequences of contaminated or spoiled meat products leaving the company
- sources of contamination and cross-contamination in the (work area) processing plant
- the sources of physical and microbiological contamination in meat processing plants
- visual evidence of contamination
- Cause of food spoilage and deterioration
- Reporting procedures for contamination
- chemical contamination risks to product
- the time / temperature / moisture requirements for bacterial growth
- bacteria that may affect meat
- Outline the ideas and coverage offered by the legal regulations by Government and Government agencies as they relate to meat processing for human consumption

Skill

The ability to:

- Demonstrate basic hygiene and sanitation practices in all activities undertaken on the job
- Must consistently follow company hygiene and sanitation procedures
- Demonstrate hygiene, cleaning during process operations of own work area and equipment.

(4) Resource Implications

- Facility adequate and suitable to carry out activities outline in the range of variables.

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components may be assessed off the job.

(6) Context of Assessment

This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0452A**Operate a drying process**

Competency Descriptor:

This unit covers the skills and knowledge required to set up, operate, adjust and shut down a drying process. This unit is not appropriate for sun-drying products.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare the drying process for operation	1.1	Materials are confirmed and available to meet operating requirements.
		1.2	Cleaning and maintenance requirements and status are identified and confirmed.
		1.3	Processing/operating parameters are entered as required to meet safety and production requirements.
		1.4	Equipment performance is checked and adjusted as required.
		1.5	Pre-start checks are carried out as required by workplace requirements.
2.	Operate and monitor the drying process	2.1	The process is started and operated according to workplace procedures.
		2.2	Equipment is monitored to identify variation in operating conditions.
		2.3	Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.
		2.4	The process is monitored to confirm that specifications are met.
		2.5	Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.
		2.6	The workplace meets housekeeping standards.
		2.7	Workplace records are maintained according to workplace recording requirements.

- | | | | |
|---|------------------------------|-----|---|
| 3 | Shut down the drying process | 3.1 | The appropriate shut down procedure is identified. |
| | | 3.2 | The process is shut down according to workplace procedures. |
| | | 3.3 | Maintenance requirements are identified and reported according to workplace reporting requirements. |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context

- Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements.
- Shut down procedures may include cleaning. In some cases cleaning may be carried out by a dedicated cleaning crew.
- Operation of equipment and processes may require the use of process control panels and systems.
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports.
- Drying equipment may include drying chambers, atomizers, heaters, coolers, air filters, fans, recovery cyclones and conveyors.
- Materials may include product to be dried and additives or drying agents as required, consistent with the provisions of the Jamaica Bureau of Standards and international regulations.
- Processes may be batch or continuous.
- Services may need to be confirmed. These depend on the nature of the process. Typical examples include power, fuel, compressed and instrumentation air, steam and water.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate a drying process in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Ability to:

- Access workplace information to identify processing requirements.
- Select, fit and use personal protective clothing and/or equipment.
- Confirm supply of necessary materials and services.
- Prepare materials as required.

Critical Aspects of Evidence (Cont'd)

- Conduct pre-start checks. This may involve inspecting equipment condition such as checking belts, chains, screens seals and valves, and filters to identify any signs of wear; selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean, correctly configured for processing requirements, sensors and controls are correctly positioned, any scheduled maintenance has been carried out and all safety guards are in place and operational.
- Start, operate, monitor and adjust process equipment to achieve required outcomes. This may include monitoring control points and conducting inspections as required to confirm process remains within specification. This can involve monitoring of temperatures, moisture content, air flow, throughput, time/speed, pressure/vacuum, product characteristics.

(3) Underpinning Knowledge and Skills

Knowledge

knowledge of:

- purpose and basic principles of drying process. This includes an understanding of the stages that occur during the drying process and the effect on product structure of each stage.
- services required and action to take if services are not available.
- Quality characteristics to be achieved by the process.
- Materials preparation requirements and effect of variation on the process.
- Isolation, lock out and tag out procedures and responsibilities.
- Procedures and responsibility for reporting production and performance information.
- Environmental issues and controls relevant to the drying process. This includes waste collection and handling procedures related to the process.
- Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment.
- Product/process changeover procedures and responsibilities.
- Routine maintenance procedures.
- Sampling and testing associated with process monitoring and control.
- Cleaning and sanitation procedures.
- basic operating principles of equipment. This may include an operational understanding of main equipment components, status and purpose of guards, equipment operating capacities and applications and the purpose and location of sensors and related feedback instrumentation. It also includes
- The flow of the drying process and the effect of outputs on downstream processes
- Operating requirements and parameters and corrective action required where operation is outside specified operating parameters
- Typical equipment faults and related causes. This includes recognition of signs and symptoms of faulty equipment and early warning signs of potential problems
- Methods used to monitor the drying process. This may include inspecting, measuring and testing as required by the process. It requires awareness of inspection or test points (control points) in the process and the related procedures and recording requirements
- Contamination/food safety risks associated with the process and related control measures
- Common causes of variation. These may include and temperature, air velocity, humidity, pressure and an understanding of corrective action required if these are out-of-specification
- OHS hazards and controls. This includes awareness of the limitations of protective clothing and equipment relevant to the work process

Knowledge

Knowledge of: (Cont'd)

- Requirements of different shut downs as appropriate to the process and workplace production requirements. This includes emergency and routine shutdowns and procedures to follow in the event of a power outage

Skills

The ability to:

- Monitor supply and flow of materials to and from the process
- Take corrective action in response to out-of-specification results or non-compliance
- Respond to and/or report equipment failure within level of responsibility
- Locate emergency stop functions on equipment
- Follow isolation and lock out/tag out procedures as required to take process and related equipment off line in preparation for cleaning and/or maintenance within level of responsibility
- Prepare equipment for cleaning
- Complete workplace records as required
- Maintain work area to meet housekeeping standards
- Use process control systems
- Demonstrate product/batch changeovers (may not apply to some continuous operations)
- Conduct routine maintenance
- Clean and sanitize equipment
- Collect samples and conduct tests

(4) Resource Implications

- Actual work or simulated environment sufficient for the demonstration of competence in operating a drying process.

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves competence.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with a range and variety of instances cited in the Range.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

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|----|-----------------------------------|-----|---|
| 3. | Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |
| | | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |
| | | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed. |
| | | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
| | | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews. |
| | | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed. |
| | | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable. |
| | | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established. |
| | | 4.7 | Potential problems, obstacles and risks in meeting goals are identified. |
| | | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified. |
| | | 4.9 | The method by which results will be measured is indicated. |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0412A**Operate a case packing process**

Competency Descriptor:

This unit covers the skills and knowledge required to set up, operate, adjust and shut down a secondary packaging process used to form trays or boxes, load and position product and seal the package. Case packers may be configured as side loading, wrap around, drop or pick and place packers.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare the case packing equipment and process for operation	1.1	Packaged product and packaging components/consumables are confirmed and available to meet production requirements.
		1.2	Pre-start checks are carried out on process and related equipment to confirm readiness for use.
		1.3	Packaging components/consumables are loaded/positioned to meet requirements.
		1.4	Parameters are set to meet safety and packaging requirements.
2.	Operate and monitor the case packing process	2.1	The process is started and operated according to workplace procedures.
		2.2	Equipment is monitored to identify variation in operating conditions.
		2.3	Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.
		2.4	Packaging quality and packaging appearance are monitored to confirm that specifications are met.
		2.5	Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification.
		2.6	The workplace meets housekeeping standards.
		2.7	Workplace records are maintained according to workplace recording requirements.

- | | | | |
|---|------------------------------------|-----|---|
| 3 | Shut down the case packing process | 3.1 | The appropriate shut down procedure is identified. |
| | | 3.2 | The process is shut down according to workplace procedures. |
| | | 3.3 | Maintenance requirements are identified and reported. |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context

- Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements.
- Shut down procedures may include cleaning. In some cases cleaning may be carried out by a dedicated cleaning crew.
- Operation of equipment and processes may require the use of process control panels and systems.
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports.
- Case packing process and related equipment may include product assembly and indexing systems, conveyors, carton/box erectors, automated product placement equipment, bundlers, labelers, heat/shrink wrappers, box closers and ink jet coders.
- Packing configuration may require single or multi layered indexing.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate a case packing process in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Ability to:

- Access workplace information to identify case packing requirements.
- Select, fit and use personal protective clothing and/or equipment.
- Confirm supply of necessary packaging components/consumables including boxes/cartons and related consumables. This includes inspecting the quality of packaging components/consumables to confirm that standards are met.

Critical Aspects of Evidence (Cont'd)

- Conduct pre-start checks. This may involve inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters to suit product type, canceling isolation or lockouts as required, confirming that equipment is clean, correctly configured for packaging requirements, packaging components/consumables are loaded, electronic eyes and sensors are correctly positioned, all safety guards are in place and operational and coders are correctly set for date and product requirements.
- Start, operate, monitor and adjust pick and place equipment to achieve required outcomes. This may include monitoring control points and conducting inspections as required to confirm process remains within specification. This may include monitoring:
 - box formation
 - alignment, placement and quantity units packed
 - operation of suction cups
 - operation of related equipment such as box closers and sealers
 - operation of inkjet coders to confirm correct code and clarity/legibility

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge of:
Knowledge of

- Purpose and basic principles of secondary packaging. This includes an understanding of the requirements of packaging materials used and coding requirements.
- Basic operating principles of case packing equipment. This may include an operational understanding of main equipment components, status and purpose of guards, purpose and location of electronic eyes and sensors, equipment operating capacities and applications and services required for operation of case packers used in the workplace.
- The flow of product to this stage in the packing process and the effect of outputs on downstream processes.
- Quality characteristics and requirements of outer packaging materials and of the packaged product. This includes an understanding of the board quality and finished packaged product specifications.
- Methods used to monitor the process. This typically includes visual inspection of the process and of the quality of the packaged product. It requires awareness of inspection or test points (control points) in the process and the related procedures and recording requirements. It may also involve testing gluing or sealing of packages.
- Operating requirements and parameters and corrective action required where operation is outside specified operating parameters. This includes an understanding of restart procedures following a crash or jam up.
- Typical equipment faults and related causes. This includes recognition of signs and symptoms of faulty equipment and early warning signs of potential problems.
- Common causes of variation and corrective action required. This includes an understanding of the effect of variation packaging components/consumables on performance.
- Contamination/food safety hazards and risks associated with this stage in the packaging process and related control measures.

Knowledge

Knowledge of: (Cont'd)

- OHS hazards and controls.
- Requirements of different shut downs as appropriate to the process and workplace production requirements. This includes emergency and routine shutdowns and procedures to follow in the event of a power outage
- Isolation, lock out and tag out procedures and responsibilities
- Product/packaging changeover procedures
- Procedures and responsibility for reporting production and performance information
- Environmental issues and controls relevant to the packaging process. This includes waste collection and handling procedures related to the process
- Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment
- Cleaning and sanitizing procedures

Skill

The ability to:

- Demonstrate procedure to reference or align equipment against set up parameters
- Demonstrate product/packaging changeovers
- Monitor flow of product to the process and packaged goods from the process
- Take corrective action in response to out-of-specification results
- Respond to and/or report equipment failure within level of responsibility
- Locate emergency stop functions on equipment
- Follow isolation and lock out/tag out procedures as required to take filling and sealing process and related equipment off line in preparation for cleaning and/or maintenance within level of responsibility
- Prepare equipment for cleaning
- Complete workplace records as required
- Maintain work area to meet housekeeping standards
- Use process control systems
- Clean and sanitize equipment

(4) Resource Implications

- Actual or simulated work environment sufficient for the demonstration of this unit of competence.

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves competence.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an range and variety of instances cited in the Range.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0163A: Manage quality assurance system

Competency Descriptor:

It covers the skills and knowledge required to set-up, operate, plan, implement, and monitor a quality control system. A system typically describes the management of an entire operation, which may comprise of a number of sub systems.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Preparing the Quality Control Laboratory for functioning	1.1 Materials, equipment, chemicals/consumerables are confirmed and available to meet operating requirements. 1.2 Cleaning and maintenance requirements are identified and confirmed. 1.3 Equipment components and related attachments are fitted, modified, adjusted to meet functioning requirements. 1.4 Equipment performance is checked and adjusted as is required. 1.5 Operating parameters are reviewed and entered to meet safety and operating requirements. 1.6 Protective clothing and equipment identified and confirmed. 1.7 Services are confirmed available and ready for operation. 1.8 All equipments are check listed to confirm readiness for operation.
2. Operating and Monitoring of the system	2.1 The system is started-up according to company procedures. 2.2 Critical Control points are monitored to confirm performance standards and maintenance of specifications. 2.3 System outputs must meet specifications. 2.4 Waste generated by the system is monitored and cleared as required. 2.5 Environmental requirements are monitored to insure health and safety.

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| 3. | Record Information | 2.6 | Production/ product audited, recorded and reported as per company policy. |
| | | 3.1 | Workplace information is recorded and reported in the required format. |
| | | 3.2 | Quality results are assessed against specifications. |
| | | 3.3 | Opportunities for improvement are identified and investigated. |

RANGE STATEMENTS

The variables provide advice to interpret the scope and context of this unit of competence:

Work is carried out in accordance with company procedures, licensing requirements and legal requirements.

Workplace information include:

- SOPs specifications
- operating schedules/instructions
- outline maintenance schedules
-
- work notes
- Material Safety data sheets (MSDS)
- manufacturers instructions or verbal direction from manager/competent authority

Critical Control points refer to those key points in a work-in-progress which must be monitored and controlled. This includes safety, quality and regulatory control points as well as inspection points

- information systems, print / computer records
- work may involve exposure to chemicals dangerous or hazardous substances
- Dismantle and clean equipment for maintenance
- Take samples
- Conduct tests
- Identify, rectify and /or report environmental non-compliance

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

- Line inspection through control of materials, supplies, operating process schedules and procedures.
- Finish product inspection and sampling.
- Physical evaluation of raw and processed products.
- Chemical evaluation of raw and processed products.

Critical Aspects and Evidence (Cont'd)

- Micro-biological evaluation.
- Audit unit function-performance to company standards.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- These are standards established by laws of Jamaica. They are mandatory and usually represent the minimum standards of quality. Freedom from adulterations, may involve insects, moulds, yeast and pesticides / herbicides, maximum limits of additives permitted or establishing specific conditions in processing to prevent food contamination by extraneous substances.
- Company / country / voluntary label standards
- Industry Standards
These are standards whereby an organized group attempts to establish, given limits of quality for any given commodity
- Consumer or grade standards – locally or internationally generated representing consumer requirements of a product
- Methods of determining and monitoring quality:
 - Subjective methods of evaluation – based on inspection investigation.
 - Personal preferences and power of perception.
 - Use of sense organs / sensory knowledge of their functions, etc. Namely flavour, odour, cooler, touch.
 - Objective methods of quality management based on observation
recognized standard scientific tests
 - Physical measurements
Common physical tests concerned with product quality, size, texture, color, consistency
 - Chemical measurements
 - Standard food analysis
 - Microscopic methods
micro-biological tests
- Reasons for Quality Management / Assurance Programme
 - Control of raw material through setting of specifications
 - Product quality improvement techniques
 - Process schedule review and improvements
 - Standards for finish products
 - Workplace and environmental improvements through good manufacturing practices in hygiene and sanitation practices
 - Allows for greater consumer confidence in having uniformly high quality product
- Purpose and principles of MUST quality management systems.
- Link to related processes.

Knowledge

Knowledge of: (Cont'd)

- Main methods used in the MUST manage system.
- Techniques that may be used in the MUST management of Quality system.
- Process schedules specifications, procedures and other parameters.
- Significance and methods of monitoring Control points within the system
 - Equipment and instrumentation components purpose and operation
 - Common causes of variation and corrective action required –
 - Hazards and controls.
 - Cleaning and sanitation
 - Lock out and red tag target procedures
 - Environmental issues
 - Sampling procedures
 - Testing procedures
 - Routine maintenance procedures
 - Procedures and responsibility for reporting / recording problems
 - Recording requirements
- Warehousing conditions / red tagging, etc. - temperature and handling
- Sanitation control of products process and storage.
- Waste disposal control compliance with legal standards (Country, International).
- Certification and Government legal regulations.

Skill

The ability to:

- Fit, modify and adjust equipment components and related attachments.
- Check and adjust equipment performance.
- Identify and confirm clothing and equipment protective.
- Check and list equipment for readiness.
- Monitor and clear waste generate by the system.
- Record and report workplace information format.
- Monitor health and safety environmental requirement.
- Identify and investigate opportunities for improvement.

(4) Resource Implications

- Actual or simulated work environment sufficient for the demonstration of this unit of competence.

(5) Method of Assessment

The practical aspects must be assessed in an actual work place context. Theoretical components maybe assessed of the job.

(6) Context of Assessment

This unit must be assessed on the job/in an actual food processing establishment.

CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

AGPFPR0393A**Manage water treatment process**

Competency Descriptor:

This unit covers the knowledge required to treat water for use in production stages such as washing and cooling and to treat wastewater. This unit is designed to provide an overview of water treatment methods and responsibilities across a food production site.

Competency Field: Agro-Food Processing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Manage water treatment processes	1.1	Uses of water within the plant and the related quality requirement for each use are identified.
		1.2	Appropriate treatment methods are in place to meet treatment requirements.
		1.3	Procedures for treating water are developed and/or reviewed.
2.	Manage waste water treatment and disposal	2.1	Sources and characteristics of waste water generated across food processing operations are identified.
		2.2	Methods for treating and recycling water are identified.
		2.3	Appropriate treatment methods are in place to meet treatment requirements.
		2.4	Legal requirements for water discharge are identified.
		2.5	Factors affecting the cost of water discharge are identified and monitored.
		2.6	Conditions that could result in non-compliance and the related control methods in place to prevent this from occurring are established.
		2.7	Procedures for treatment of waste water are developed and/or reviewed to ensure compliance with trade waste standards.
		2.8	Opportunities to reduce the volume of trade waste and improve treatment methods are identified, investigated and implemented within level of responsibility.

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and unless otherwise indicated, items may or may not apply as required by the work context

- Water treatment and related work processes are consistent with company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements and takes account of OHS and environmental impact.
- Procedures for wastewater treatment include safety information and procedures to respond to non-compliance and emergency situations.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to manage water treatment process in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Demonstrated ability to:

- Map the uses of water in production across the production site. This can include but is not limited to activities such as water used in cooling applications, washing/flushing
- Identify treatment requirements and methods for water used in production. This may include addition of sanitizing agents such as chlorine and anti-rust agents
- Identify causes of risks associated with water borne diseases and related control measures
- Describe the meaning of terms and concepts used to describe water quality. This includes:
 - potable
 - total residual chlorine
 - free residual chlorine
 - available chlorine

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- acceptable limits for water going to storm water (pH range)
- the legal, social and environmental consequences of releasing water to the environment that does not meet water quality standards
- methods used to monitor waste water characteristics.
- principles of primary and secondary treatment stages. Primary treatment stages include but are not limited to separation, filtration, sedimentation (settling tanks), dissolved air floatation (DAF). Secondary processes include but are not limited to activated sludge and trickling filter systems

Knowledge

Knowledge of: (Cont'd)

- conditions that could result in failure to comply with requirements for storm water and related control methods. A typical example could be spill control consequences and control methods
- the rights of relevant authorities to enter the site and conduct independent sample collection and test procedures
- communication and consultation systems to support continuous improvement of resource efficiency and waste management.
- trends in environmental management and social expectations of companies and assess the company environmental policy and related procedures in light of these trends
- the characteristics of waste water and related treatment requirements
- methods to establish water portability

Skill

The ability to:

- Identify acceptable limits for water going to storm water (pH range).
- Identify the legal, social and environmental consequences of releasing water to the environment that does not meet water quality standards.
- Identify equipment and methods used to monitor wastewater characteristics. This includes meters used to measure volume and a sampling and testing regime to check water quality
- Describe principles of common methods used to treat wastewater.
- Identify conditions that could result in failure to comply with requirements for storm water and related control methods. A typical example could be spill control consequences and control methods.
- Identify the rights of relevant authorities to enter the site and conduct independent sample collection and test procedures.
- Identify appropriate communication and consultation systems to support continuous improvement of resource efficiency and waste management.
- Identify trends in environmental management and social expectations of companies and assess the company environmental policy and related procedures in light of these trends.
- Map the wastewater generated at each stage of the food processing operation. For each stream generated, identify the characteristics of wastewater and related treatment requirements.
- Communicate information on changes to workplace systems and procedures to support improvements.
- Carry out an assessment on water use within a given process. Identify the quantities and applications of water, the treatment stages if any, points where water could be more effectively conserved such as running hoses, steam leaks, and waste water generated by the process. Also identify the treatment methods currently in place. Consider opportunities to improve resource utilization through conservation of water, changing materials and processing methods and/or more effective treating and/or recycling of wastewater. Based on this investigation, develop improvement proposals. This project may be undertaken with input from relevant technical specialists.

(4) Resource Implications

- Actual or simulated work environment sufficient for the demonstration of this unit of competence.

(5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves competence.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with a range and variety of instances cited in the Range.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration

(6) Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0023A Organise personal work priorities and development

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

Competency Field: Core

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements. 1.2 Workload is assessed and prioritised to ensure completion within identified timeframes. 1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans. 1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks.
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service. 2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements. 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities. 3.2 Opportunities for improvement are identified and planned in liaison with colleagues. 3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.

- 3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning.
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- recognition of Prior Learning

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans access and equity principles and practice ethical standards
- Occupational Health and Safety policies, procedures and programs quality and continuous improvement processes and standards defined resource parameters

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical
- knowledge, skills and attitudinal
- aspects (competencies) required to effectively and efficiently undertake
- the day to day tasks and duties of the practitioner's work function

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- preparing work plans
- prioritising and scheduling work objectives and tasks
- seeking and acting on feedback from clients and colleagues
- reviewing own work performance against achievements through self-assessment
- accessing learning opportunities to extend own personal work competencies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- techniques to prepare personal plans and establish priorities
- the principles and techniques of goal setting, measuring performance, time management and personal assessment
- processes to interpret competency standards and apply them to self
- methods to identify and prioritise personal learning needs

Skills

The ability to

- read and understand the organisation's procedures, own work goals and objectives
- proofread and edit own work
- organise work priorities and arrangements
- resolve routine problems
- give and receive constructive feedback on development needs
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employment Skills.

BSBFLM0023A**Support leadership in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to provide support for leadership in the workplace while working with teams and individuals.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the organisation's requirements. 1.2 Management performance and behaviour serves as a positive role model for others. 1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives. 1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2. Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business. 2.3 Standards and values considered to be damaging to the organisation are questioned through established communication channels. 2.3 Personal performance contributes to developing an organisation which has integrity and credibility.
3. Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. 3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded. 3.3 Ideas and information receive the acceptance and support of colleagues.

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| 4. | Make informed decisions | 4.1 | Information relevant to the issue(s) under consideration is gathered and organised. |
| | | 4.2 | Individuals/teams participate actively in the decision making processes. |
| | | 4.3 | Options are examined and their associated risks assessed to determine preferred course(s) of action. |
| | | 4.4 | Decisions are timely and communicated clearly to individuals/teams. |
| | | 4.5 | Plans to implement decisions are prepared and agreed by relevant individuals/teams. |
| | | 4.6 | Feedback processes are used effectively to monitor the implementation and impact of decisions. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule

- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's standards and values will be:

- stated or implied by the way the organisation conducts its business

Organisation's requirements will be

- expressed in written documentation and orally. They will normally be expressed in terms of goals, plans, processes and procedures. The requirements also include the culture and standards demonstrated by the organisation

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Feedback processes may be:

- formal or informal and may be from internal or external sources

OHS considerations may include:

- implement and monitor OHS procedures in area of responsibility
- leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches evident in decisions

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- displays high standards of leadership
- demonstrates a positive influence on others
- uses effective consultative processes
- makes soundly researched decisions

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCMN302A Organise personal work priorities and development
- BSBFLM304A Participate in work teams
- BSBFLM306A Provide workplace information and resourcing plans

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
 - leading people
 - preparing performance plans
 - establishing key performance indicators
 - influencing others
 - establishing effective consultative processes
 - making decisions
- the characteristics of a positive role model
- the types of actions which uphold the organisation's image

Skills

The ability to:

- use written and oral information about workplace requirements
- demonstrate communication skills including receiving and analysing feedback and reporting
- access and interpret the organisation's standards and values
- research and analytical skills to interpret data
- plan and organise to meet work priorities
- monitor and introduce practices to improve work performance
- influence colleagues positively
- use information systems to advantage
- use feedback to achieve positive outcomes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level I.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0033A Contribute to effective workplace relationships

Competency Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources. 1.2 The method(s) used to communicate ideas and information is appropriate to the audience. 1.3 Communication takes into account social and cultural diversity. 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy. 2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships. 2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance. 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships. 3.2 Networks and other work relationships provide identifiable benefits for the team and organisation. 3.3 Action is taken to maintain the effectiveness of workplace relationships.

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| 4. Manage difficulties to achieve positive outcomes | 4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance. |
| | 4.2 Colleagues receive guidance and support to resolve their work difficulties. |
| | 4.3 Poor work performance is managed within the organisation's processes. |
| | 4.4 Conflict is managed constructively within the organisation's processes. |
| | 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer

- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from:

- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S) considerations may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - developing trust and confidence
 - consistent behaviour in work relationships
 - identifying the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing networks
 - problem identification and resolution
 - handling conflict
 - managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0053A Support operational plan

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. 1.2 Operational plans contribute to the achievement of the organisation's performance/business plan. 1.3 Key performance indicators are developed within operational plans. 1.4 Contingency plans are prepared in the event that initial plans need to be varied.
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices. 2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.
3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation. 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.

- 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3 supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

OHS considerations may include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- systems, procedures and records
- organisation's procedures for dealing with hazardous events
- key performance indicators include OHS

The organisation's policies, practices and procedures are:

- those which govern the acquisition of resources, for example, the purchase of equipment

Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about varying operations

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- equipment
- technology
- time

Operational plans are:

- the short term plans developed by the department/section to describe product/service performance

Colleagues and specialist resource managers may include:

- persons at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

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EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- produces short term plans for department/section
- plans, acquires and uses resources
- monitors and adjusts operational performance
- reports performance

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0043A Participate in work teams
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBCMN0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
 - planning operations
 - resource planning
 - resource management systems
 - budgeting and financial analysis and interpretation
 - monitoring performance
 - reporting performance
 - problem identification and resolution
 - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Skills

The ability to:

- access and use workplace information
- maintain a safe workplace and environment
- access and use feedback to improve operational performance
- prepare recommendations to improve operations
- access and use established systems and processes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0063A Provide workplace information and resourcing plans

Competency Descriptor:

This unit deals with the skills and knowledge required by the supervisor to identify, acquire, analyse and use appropriate information so as to carry out his or her part in the effectiveness of the organisation's performance.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Identify and source information needs	1.1	1.1	The information need of teams is determined and the sources are identified.
		1.2	Information held by the organisation is acquired and reviewed to determine suitability and accessibility.
		1.3	Plans are prepared to obtain information which is not available/accessible within the organisation.
2. Collect, analyse and report information	2.1	2.1	Collection of information is timely and relevant to the needs of teams.
		2.2	Information is in a format suitable for analysis, interpretation and dissemination.
		2.3	Information is analysed to identify and report relevant trends and developments in terms of specified the needs.
3. Use management information systems	3.1	3.1	Management information systems are used effectively to store and retrieve data for decision making.
		3.2	Technology available in the work area is used to manage information effectively.
		3.3	Recommendations for improving the information system are submitted to designated persons/groups.
4. Prepare business plan/budgets	4.1	4.1	Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
		4.2	Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements.
		4.3	Contingency plans are prepared in the event that alternative action is required.

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| 5. Prepare resource proposals | 5.1 Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. |
| | 5.2 Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements. |
| | 5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Information may be:

- available in writing or verbally, held in computer or in manual systems, available internally or externally

Designated persons/groups includes:

- those who have the authority to make decisions and/or recommendations about information systems

Colleagues may include:

- team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

OHS considerations include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- inclusion of OHS in business plans
- resource proposals address OHS

Technology will be:

- that readily available in the workplace and be appropriate to frontline management's roles and responsibilities

Resources may include:

- for example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- accesses, uses and communicates workplace information
- provides feedback on how to improve the management information system
- researches and prepares financial and resource plans/proposals

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
- workplace information systems
- business plans/budgets resource proposals
- the basic financial concepts in business plans/budgets
- the methods to gain efficiencies in resource management

Skills

The ability to

- to access and use workplace information
- use communication skills including information collection, analysis and interpretation and reporting
- identify information requirements of the team
- manage information to achieve goals and results
- researching information
- improve information usage in decision making
- prepare information in a format for use by colleagues
- use coaching and mentoring skills to provide support to colleagues
- access technology to extract/input information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0093A**Support continuous improvement systems and processes**

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to have an active role in managing the continuous improvement process in achieving the organisation's objectives.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority. 1.2 The organisation's continuous improvement processes are communicated to individuals/teams. 1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.
2. Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved. 2.2 Customer service is strengthened through the use of continuous improvement techniques and processes. 2.3 Plans are adjusted and communicated to those who have a role in their development and implementation.
3. Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan. 3.2 Work performance is documented and the information is used to identify opportunities for further improvement. 3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Customer service may be:

- internal or external, to existing or new clients

OHS considerations may include:

- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are implemented and monitored

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- adjusts plans, processes and procedures to improve performance
- supports others to implement the continuous improvement system/processes
- identifies opportunities for further improvement

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety.
- BSBCM0123A Support innovation and change
- BSBFLM0113A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, and industrial relations
- the principles and techniques associated with:
 - continuous improvement systems and processes, benchmarking, and best practice
 - the benefits of continuous improvement
 - the quality approaches which the organisation may implement
 - the methods that can be used in continuous improvement
 - the barriers to continuous improvement

Skills

The ability to:

- access and use workplace information
- use communication skills including researching, analysing and interpreting information from a variety of people and reporting
- monitor and evaluate systems, processes and procedures
- gain the commitment of individuals/teams to continuous improvement
- Consolidate opportunities for improvement
- deal with people openly and fairly
- use consultation skills effectively
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGAD0123B: Plan and manage meetings

Competency Descriptor:

This unit deals with the skills and knowledge required to plan and coordinate meetings.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare for meetings	1.1 Need for meeting and relevant participants are identified. 1.2 Meeting arrangements are made in accordance with requirements and within designated timelines. 1.3 Agenda is developed according to purpose of meeting. 1.4 Information on agenda items is obtained or researched to allow for informed discussion at the meeting. 1.5 Where appropriate, meeting papers are prepared and dispatched to participants within appropriate timeframes.
2. Conduct meetings	2.1 Meetings are chaired in accordance with enterprise procedures and meeting protocols. 2.2 Appropriate interpersonal and communication styles are used to encourage open and constructive communication. 2.3 Agreements are made on meeting goals and conduct. 2.4 Information and ideas are presented clearly and concisely. 2.5 All participants are given the opportunity to contribute. 2.6 Meetings are managed to maintain focus on agreed goals. 2.7 Meetings are conducted within agreed times or adjusted with the agreement of participants. 2.8 Minutes of the meeting are accurately recorded where appropriate.

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| 3. | Debrief and follow up meetings | 3.1 | Documentation from meetings is correctly processed and distributed. |
| | | 3.2 | Colleagues are informed regarding outcomes of meetings. |
| | | 3.3 | Work resulting from meetings is incorporated into the current work schedule with tasks prioritised and actioned as appropriate. |

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Types of meetings may include but are not limited to:

- informal
- formal
- one off
- regular

Meeting papers may include:

- notice of meeting
- agenda
- previous minutes
- financial reports
- chairperson's report
- research reports
- itemised meeting papers
- draft documentation
- correspondence

MEETING PURPOSE MAY INCLUDE:

- range of business items
- setting of enterprise/team goals
- planning and development of a project
- progress of a project
- discussion forum for internal/external clients

Agendas may include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • statement of the meeting's purpose • date, time and location of meeting • welcome • minutes of the previous meeting • matters or business arising from the minutes • correspondence | <ul style="list-style-type: none"> • reports • major agenda items • any other business • date of next meeting |
|--|---|

Meeting arrangements may include:

- scheduling the date and time for the meeting
- booking an appropriate venue
- recording of meeting
- organising catering
- organising accommodation and transport
- organising appropriate communication technology
- establishing costs and operating within a budget
- preparing relevant documentation for participants
- organising a minute taker

Minutes may include:

- using previous minutes to determine required format
- using organisation templates
- meeting details (e.g. title, date, time, location)
- welcome
- names of absent and attending participants
- apologies
- approval of the record of previous minutes
- matters arising from the previous minutes
- correspondence
- agenda items
- reports
- other business
- date of the next meeting
- action items
- using lists rather than complete sentences

Designated timelines may include:

- time frame decided by participants
- formal time frame set by the organisation
- informal time frame set by the administrative organiser
- project timelines
- contractual obligations
- statutory requirements (e.g. for annual general meetings)

Naming and storage of documents may include:

- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc
- file names according to organisational procedure e.g. numbers rather than names
- electronic storage in folders, sub-folders, hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of documents
- filing locations
- security
- authorised access

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan and manage meetings in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Look for:

- ability to effectively plan and administer meetings
- ability to use effective communication skills in the conduct of meetings

(2) Pre-requisite Relationship of Units

- THHGCS0023A Deal with conflict situations.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- standard meeting procedures and protocols
- meeting management
- written and oral communication skills in specific relation to the conduct of meetings
- agenda format
- chairing format
- the organisation's record and circulation systems
- group dynamics

Skill

The ability to:

- make meeting arrangements
- develop agenda
- prepare and dispatch meeting papers
- chair meetings
- encourage open and constructive communication
- present information and ideas
- manage meetings
- use time-management skills to allow sufficient time to prepare for meetings; make predictions;
- choose the appropriate solution for problems from a range of available methods
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be made available:

- Hospitality environment (simulated or actual enterprise).

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. Simulation should include actual conduct of a meeting. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSSREO0503A: Monitor food safety program

Competency Descriptor:

This unit involves responsibility for monitoring and implementing the store Food Safety Program across an entire process and providing support to others.

Competency Field: Retail Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Monitor Implementation of the Food Safety Plan/Program	<p>1.1 Food Safety requirements and procedures communicated to relevant staff members as required.</p> <p>1.2 Implementation of the Food Safety Plan/Program monitored according to Food Safety Requirements.</p> <p>1.3 Mentoring and coaching support provided to support individuals/groups to implement the Food Safety Plan/Program.</p> <p>1.4 Individual and team performance monitored to ensure compliance with Food Safety requirements.</p> <p>1.5 Regular schedule/roster for cleaning tasks and inspections developed and maintained according to policy of establishment or regulatory guidelines.</p> <p>1.6 Team members informed of individual responsibilities for cleaning tasks.</p> <p>1.7 Procedures for prompt waste removal, especially spillage on floors, implemented according to established procedures.</p> <p>1.8 Procedures for prompt eradication of insects/pests/vermin implemented according to hygiene and sanitation requirements.</p> <p>1.9 Procedures for safe storage of cleaning chemicals, insecticides and pesticides comply with regulatory guidelines.</p>

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| 2. | Respond to occurrences of non-compliance | 2.1 | Food Safety problems identified and rectified promptly to minimize impact of contamination and spoilage. |
| | | 2.2 | Procedures are implemented for product recall identification, and products promptly withdrawn from public sale as required. |
| | | 2.3 | Procedures for dealing with non-compliance promptly implemented. |
| | | 2.4 | Causes of non-compliance identified. |
| | | 2.5 | Control measures implemented to prevent recurrence. |
| | | 2.6 | Non-compliance reported according to established procedures. |
| 3. | Contribute to Continuous Improvement | 3.1 | Potential Food Safety hazards identified and reported. |
| | | 3.2 | Existing control measures reviewed to take account of changes and updated technical knowledge. |
| | | 3.3 | Opportunities to remove or minimize Food Safety risks identified. |
| | | 3.4 | Food Safety information and performance recorded according to regulatory guidelines or establishments procedures. |

RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Store Policy and Procedures in regard to:

- Food Safety
- hygiene and sanitation practices.
- Award/enterprise agreements/provisions relating to hygiene and sanitation and occupational health and safety practices.

Legislative requirements in regard to:

- Hygiene and sanitation
- Food Safety practices and occupational health and safety.
- Industry codes of practice.

- Food Safety Plan/Program; is a component of the wider Food Safety program and provides advice on specific risk factors, critical control points, parameters and action required in response to non-conformance.

- Undertaken in consultation with the HACCP team/guidelines.
- Record keeping systems
- Handling techniques for various food items.

Team members may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

- Levels of staff training.
- Full-time or part-time staff.

- Responsibility for monitoring Food Safety relates to the whole work area.
- Size, type and location of establishment.
- Products range.

- Range of responsibilities/job description.
- Maintenance and cleaning of work areas and equipment may be progressive or at end of activity.
- Procedures for product recall.
- Involvement in continuous improvement can include participation in structured improvement programs and day to day problem solving.
- Monitoring may include the use of check -sheets, inspection lists and control charts.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

(1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying establishments policies and procedures which comply with consumer legal and regulatory requirements in regard to hygiene and sanitation practices.
- consistently following and applying relevant requirements and industry codes of practice including, hygiene and sanitation, environmental issues and especially in regard to safe handling and storage of product.
- consistently applying, implementing and monitoring the Food Safety Plan/Program including waste removal, eradication of insects/pests/vermin, and monitoring critical control points to identify, remove and minimise risks according to health and hygiene, and environmental requirements and policies and procedures
- consistently monitoring team performance to ensure compliance with Food Safety Plan/Program, recording and reporting to management and staff on compliance with hygiene and sanitation legislation, and promptly dealing with incidents of non compliance.
- consistently developing, maintaining and communicating regular schedule/roster for cleaning and maintenance procedures, and conducting regular inspections to ensure compliance.
- consistently and supportively mentoring and coaching staff to implement Food Safety Plan/Program
- consistently responding to occurrences of non-compliance, promptly identifying and rectifying problems, implementing relevant product recall procedures where required, and investigating, monitoring and reporting on possible potential Food Safety Hazards to ensure continuous improvement.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- regulatory and statutory requirements
- techniques for identifying actual and potential contamination/cross contamination hazards
- procedures for waste removal including environmental issues
- procedures for eradication of insects and vermin
- methods for prevention and solution of contamination problems
- methods to eliminate contamination/cross contamination
- storage requirements for cleaning chemicals, insecticides and pesticides .
- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership.

Skills

The ability to:

- reading and interpreting policies and procedures
- reading and interpreting manufacturers' instructions
- reporting
- monitor implementation of food safety plan/program
- deal with non-compliance
- contribute to continuous improvement

(4) Resource Implications

All resources must be provided for the assessment. The resources should relate specifically to policies, procedures and range of stock and equipment of the establishment.

Resources may include:

- sources of product information
- cleaning chemicals and equipment
- relevant documentation including:
- policies and procedures on the maintenance of hygiene and sanitation practices
- legislation and statutory requirements, including environmental issues

(5) Method of Assessment

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

Assessment activities may also include written or verbal short answer testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

(6) Context of Assessment

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations.

This competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGAD0153A: Control and order stock

Competency Descriptor:

This unit deals with the skills and knowledge required to control and order stock in a range of tourism and hospitality enterprises.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Maintain stock levels and records	1.1 Stock levels are monitored and maintained at levels prescribed by enterprise levels. 1.2 Stock security systems are monitored and adjusted as required. 1.3 Stock re-order cycles are maintained, monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to recording of stock. 1.5 Stock storage and movement records are maintained in accordance with enterprise procedures. 1.6 Stock performance is monitored and fast/slow selling items are identified and reported in accordance with enterprise procedures.
2. Organise and administer stock takes	2.1 Stock takes are organised at the appropriate time and responsibilities allocated to staff. 2.2 Accurate reports on stocktake data are produced within designated timelines.
3. Identify stock losses	3.1 Losses are accurately identified, recorded and assessed against potential loss forecast on a regular basis. 3.2 Losses are reported in accordance with enterprise procedure. 3.4 Avoidable losses are identified and reasons are established. 3.5 Solutions are recommended and implemented to prevent future avoidable losses.

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| 4. | Process stock orders | 4.1 | Orders for stock are accurately processed in accordance with enterprise procedures. |
| | | 4.2 | Stock ordering and recording systems are accurately maintained. |
| | | 4.3 | Purchase and supply agreements are correctly used and appropriate details recorded |
| 5. | Follow up orders | 5.1 | Delivery process is monitored to meet agreed deadlines. |
| | | 5.2 | Liaison is undertaken with colleagues and suppliers to ensure continuity of supply. |
| | | 5.3 | Routine supply problems are followed up or referred to the appropriate person in accordance with enterprise policy. |

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

This unit may apply to stock from both internal and external suppliers.

Stock control systems may be:

- manual
- computerised.

Stock may include but is not limited to:

- food
- beverage
- equipment
- linen
- stationery
- brochures
- vouchers and tickets
- souvenir products

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to control and order stock in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Look for:

- ability to maintain continuous stock supply within a specific tourism and hospitality context
- ability to meet accuracy and speed requirements for completion and maintenance of stock records.

(2) Pre-requisite Relationship of Units

This unit should be assessed with or after the following unit:

- THHGAD0141A Receive and store stock.

3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- stock level maintenance techniques as appropriate to industry sector
- typical stocktaking procedures as appropriate to industry sector
- stock recording systems
- stock security systems

Skill

The ability to:

- monitor and maintain stock levels
- monitor and adjust stock security systems
- maintain, monitor and adjust Stock re-order cycles
- maintain stock storage and movement records
- monitor stock performance
- organise stock takes
- produce reports on stocktake data
- identify losses
- identify avoidable losses
- recommend and implement solutions
- process orders for stock
- maintain stock ordering and recording systems
- monitor delivery process
- undertake liaison with colleagues and suppliers
- distribute stock

(4) Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise).

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the candidate is able to demonstrate ongoing control of stock. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGCS0023A: Deal with conflict situations

Competency Descriptor:

This unit deals with the skills and knowledge required to handle difficult interpersonal situations – both with customers and colleagues.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify conflict situations	1.1	Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation.
		1.2	Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.
2.	Resolve conflict situations	2.1	Responsibility is taken for finding a solution to the conflict within scope of individual's job and develops solutions.
		2.2	All points of view are encouraged, accepted and treated with respect.
		2.3	Effective communication skills are used to assist in the management of the conflict.
		2.4	Accepted conflict resolution techniques are used to manage the conflict situation
3.	Respond to customer complaints	3.1	Complaints are handled sensitively, courteously and discreetly.
		3.2	Responsibility is taken for resolving the complaint.
		3.3	The nature and details of the complaint are established and agreed with the customer.
		3.4	Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible.
		3.5	Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service.
		3.6	Any necessary documentation is completed accurately and legibly within time constraints.

RANGE STATEMENTS

This unit applies to various hospitality sectors

Conflict situations may include but are not limited to:

- customer complaints
- conflicts among work colleagues
- refused entry
- drug or alcohol affected persons
- ejection from premises

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively deal with conflict situations in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Look for:

- knowledge of conflict resolution techniques
- ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and workplace

(2) Pre-requisite Relationship of Units

- THHCOR0011A Work With colleagues and customers
- THHCOR0061A Operate in a culturally diverse work environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- conflict resolution skills (incorporating communication skills)
- problem solving skills
- procedures for customer complaints

Skill

The ability to:

- identify potential for conflict
- identify situations where personal safety of customers or colleagues may be threatened
- find a solution to conflict
- encourage all points of view
- use communication skills
- use conflict resolution techniques
- manage the conflict situation
- handle Complaints
- establish nature and details of complaints
- turn complaints into opportunities
- complete documentation

(4) Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGCS0073A: Establish and conduct business relationships

Competency Descriptor:

This unit deals with the skills and knowledge required to manage business relationships within a tourism or hospitality context. It focuses on the relationship building and negotiation skills required by specialist sales agents and managers in the industry.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Establish and conduct business relationships	1.1	Relationships are established in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers.
		1.2	Effective communication skills and techniques are employed in relationships to build trust and respect.
		1.3	Opportunities to maintain contact with customers and suppliers are taken up wherever possible.
2	Conduct negotiations	2.1	Negotiations are conducted in a business like and professional manner within the relevant cultural context.
		2.2	Negotiations are conducted using techniques to maximise benefits for all parties in the context of establishing long term relationships.
		2.3	Negotiations take account of input from colleagues.
		2.4	Negotiations are conducted in the context of the current enterprise marketing focus.
		2.5	The results of negotiations are communicated to appropriate persons within appropriate timeframes.
3	Make formal business agreements	3.1	Agreements are confirmed in writing with contracts drawn up in accordance with enterprise requirements.
		3.2	All aspects of formal agreement are checked and approved in accordance with enterprise procedures.
		3.4	Specialist advice is sought in the development of contracts where appropriate.

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|---|--|-----|--|
| 4 | Foster and maintain business relationships | 4.1 | Information needed to maintain sound business relationships is pro-actively sought, reviewed and acted upon. |
| | | 4.2 | Agreements are honoured within the scope of individual responsibility. |
| | | 4.3 | Adjustments to agreements are made in consultation with the customer/supplier and information is shared with appropriate colleagues. |
| | | 4.4 | Relationships are nurtured through regular contact and use of effective interpersonal and communication styles. |

RANGE STATEMENTS

Negotiations and contracts may relate to quite broad and significant commercial dealings including but not limited to:

- corporate accounts
- service contracts
- agency agreements
- venue contracts
- rate negotiations
- marketing agreements

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to establish and conduct business relationships in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

- Evidence must be collected in relation to a range of different negotiations.

Look for:

- ability to conduct business negotiations within a specific tourism and hospitality context
- knowledge and understanding of the current environment in which tourism and/or hospitality businesses operate, and the major industry issues of relevance to the particular sector
- knowledge and understanding of contracts

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- major industry marketing issues
- the tourism and hospitality industry
- current competitive environment
- legal issues that affect negotiations and contracts in the Jamaican tourism and hospitality industry
- service capabilities of the enterprise
- current marketing focus of the enterprise
- how to conduct negotiations of significant commercial value
- contracts as appropriate to different industry sectors.

Skill

The ability to:

- establish Relationships
- employ effective communication skills and techniques
- maintain contact with customers and suppliers
- conduct negotiations
- make formal business agreements
- foster and maintain business relationships

(4) Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise).

(5) Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

THHWPO0273A: Roster staff

Competency Descriptor:

This unit deals with the knowledge and skill required to develop and implement staff roster, maintain time sheets and other staff records.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop and implement staff rosters	1.1 Rosters are developed in accordance with award provisions and enterprise agreements. 1.2 Rosters take account of the need to maximise operational efficiency and customer service levels while minimising wages costs. 1.3 Rosters are designed to meet requirements of wages budgets wherever possible. 1.4 Duties are combined to ensure effective use of staff. 1.5 Rosters are developed based on consideration of most effective appropriate mix of staff and skills base available. 1.6 Rosters are finalised and communicated to appropriate colleagues within designated timelines.
2. Maintain staff records	2.1 Time sheets are completed accurately and within designated timelines. 2.2 Staff records are accurately updated and maintained in accordance with enterprise procedures.

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Rostering may be for:

- an individual department/unit
- a whole enterprise
- a specific project

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to roster staff in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Look for:

- understanding of the factors which impact upon staff rostering
- ability to prepare a staff roster within the framework of established operations, systems and procedures in a tourism/hospitality context within enterprise acceptable timeframes

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- various types of rosters
- overview of software programs available for roster design
- roster design
- in depth knowledge of area of operation
- impacts of industrial relations issues on staff rostering

Skill

The ability to:

- design and Develop rosters d
- maximise operational efficiency and customer service levels
- minimise wage costs
- finalise and communicate rosters
- complete time sheets
- update and maintain staff records

(4) Resource Implications

The following resources should be made available:

- Actual or simulated work environment.

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.