

## Unit 01 – Principles of health and safety

### What is this unit about?

This unit will help learners to understand the principles of health and safety and how to put these into practice in the workplace to ensure their own safety and that of others when working in the production horticulture sector.

The horticulture sector continues to be one of the most dangerous in terms of injury and fatal accidents. It is therefore essential that everyone understands their role in maintaining and promoting health and safety in the workplace.

### Learning outcomes

	Learning outcome	Topic
1	Health and safety	1.1) Be aware of legislation and codes of practice relating to health and safety relevant to the sector 1.2) Understand the role of the individual in maintaining the safety of self and others 1.3) Know and follow company policies and procedures
2	Safe working practices	2.1) Know and follow company policy and procedures 2.2) Understand and apply safe manual handling techniques 2.3) Work safely at heights when required 2.4) Understand first aid procedures 2.5) Understand fire safety
3	Safe use of machinery and other equipment	3.1) Understand the purpose and operation of machinery 3.2) Prepare machinery ready for work 3.3) Safely operate machinery 3.4) Carry out operator maintenance and simple repairs
4	Importance of site security in the workplace	4.1) Carry out site security checks and operations according to instructions 4.2) Carry out checks on security equipment (locks, chains, etc.) 4.3) Understand the principles of and need for site security 4.4) Monitor site security

## Learning outcome 1: Health and safety

### Topic 1.1 Be aware of legislation and codes of practice relating to health and safety relevant to the sector

The main legislation related to the sector will include, but not be restricted to:

- Health and Safety at Work Act 1974
- Manual Handling Operations Regulation 1992
- Reporting of Incidences, Disease and Dangerous Occurrences Regulations (RIDDOR)
- Lifting Operations and Lifting Equipment Regulations (LOLER)
- Provision and Use of Work Equipment Regulations (PUWER)
- Control of Substances Hazardous to Health (COSHH)
- Control of Pesticides Regulations
- Biocidal Products Regulations
- Control of Noise at Work Regulations
- Personal Protective Equipment (PPE) Regulations
- Environment Protection Act 1990

### Topic 1.2 Understand the role of the individual in maintaining the safety of self and others

It is the employer's responsibility to:

- Provide a healthy and safe work environment – PPE, signage, first aid, etc.
- Have a health and safety policy in place
- Undertake risk assessments and take precautions to prevent staff being injured
- Provide training
- Provide insurance
- Report certain incidents and accidents

It is the employee's responsibility to:

- Be responsible for their own health and safety
- Take reasonable steps not to put others at risk
- Cooperate with employer
- Use equipment safely and according to instructions
- Ensure reporting of accidents, faults and damage
- Follow instructions to ensure safe working practices

### Topic 1.3 Know and follow company policies and procedures

Know how employers meet legal responsibilities via:

- Health and safety policies
- Safe work systems
- Promoting a safe working environment
- Appropriate signs
- Risk assessments
- Training staff on hazards at work and how to reduce risk
- Where appropriate, using formal training and accreditation

## Learning outcome 2: Safe working practices

### Topic 2.1 Know and follow company policy and procedures

Understand what company policies are, what they mean and the importance of following them at all times.

### **Topic 2.2 Understand and apply safe manual handling techniques**

Understand how to lift safely and what the consequences are of not following safe lifting techniques. This will include legislation, safe lifting techniques, use of mechanical aids (and appropriate legislation), the immediate and long-term consequences of poor manual handling, undertaking risk assessments before lifting.

### **Topic 2.3 Work safely at heights when required**

Understand the risks of working at heights and the steps to take to minimise risk. This will include legislation, how to reduce risks, working on fragile surfaces and vehicles, safe use of ladders, towers, etc.

### **Topic 2.4 Understand first aid procedures**

How to respond to first aid situations, to include procedures to be taken, how and when to call for assistance, how and when to call emergency services, your own limitations in dealing with a first aid situation, what accidents to report and how to do so.

### **Topic 2.5 Understand fire safety**

Understand the principles of fire safety and the use, and limitations, of fire safety equipment.

How to raise the alarm; fire drills and evacuations; understand different fire extinguishers and their appropriate use; understand own limitations when dealing with fire in the workplace.

## **Learning outcome 3: Safe use of machinery and other equipment**

### **Topic 3.1 Understand the purpose and operation of machinery**

Understand how to use machinery safely by:

- Knowing the purpose of the machinery
- Understanding the layout of the machine and its functions
- Using machinery only for its intended purpose
- Using the machine according to the manufacturer's instructions and current legislation

### **Topic 3.2 Prepare machinery ready for work**

This will include:

- Pre-start checks
- Daily checks
- Minor adjustments
- Checking attachments
- Lubrication
- Checking and using PPE
- Checking guards, chains, blades, etc.

### **Topic 3.3 Safely operate machinery**

Undertake safe operations in a variety of conditions:

- **Operations**
  - Safe starting
  - Safe operating procedures
  - Risk assessments
  - Appropriate PPE
  - Ensuring health and safety
  - Awareness of others in the area

- **Conditions**

- "In the field"
- Weather
- Soil type
- Ground conditions
- Topography
- Noise
- Public access

**Topic 3.4 Carry out operator maintenance and simple repairs**

This will include:

- **Maintenance** – Use of operator's manual, lubrication, oil changes, clean or renew filters, necessary adjustments, pressures, record keeping, health and safety
- **Relevant repairs** – For example, replacing belts, tines, blades, batteries, spark plugs, guards
- **Identify faults** – Including tyres, cutting blades, tines, knives, guards, spark plugs, blocked filters

## Learning outcome 4: Importance of site security in the workplace

**Topic 4.1 Carry out site security checks and operations according to instructions**

Understand the need to follow instructions, what precautions to take to protect yourself, who else is involved in site security.

**Topic 4.2 Carry out checks on security equipment (locks, chains, etc.)**

Know the types of security equipment on site and their proper use, know to whom to report defect and faults.

Topic 4.3 Understand the principles of and need for site security

Understand own limitations. Understand the types of breaches and security issues that may occur. Know how to report security incidents and to whom they should be reported.

**Topic 4.4 Monitor site security**

Know the organisation's security policies and instructions.

## Unit 02 – Implement HACCP safety plans

### What is this unit about?

This unit will help packhouse line managers to develop and implement food safety management systems that are based on the principles of hazard analysis and critical control points (HACCP).

### Learning outcomes

	Learning outcome	Topic
1	Know the role of the supervisor in ensuring compliance with food safety legislation	1.1) Follow food and product safety management procedures and know their importance 1.2) Know the responsibilities of employers and employees with respect to food and product safety legislation and procedures for compliance 1.3) Know how legislation is enforced
2	Apply and monitor good hygiene practices	2.1) Understand the methods for temperature control and their importance 2.2) Know procedures to control contamination and cross-contamination 2.3) Understand the importance of high standards of personal hygiene 2.4) Know the procedures for cleaning, disinfection and waste disposal 2.5) Know the design requirements relating to premises and equipment 2.6) Know the methods of pest control and their importance
3	Implement food safety management procedures	3.1) Know how microbial, chemical, physical and allergenic hazards affect food and product safety 3.2) Know the methods and procedures for maintaining food and product safety, to include critical control points, critical limits and corrective actions 3.3) Know how to monitor and record food and product safety procedures 3.4) Know the methods of evaluating food and product safety controls and procedures and their importance
4	Understand the role of the supervisor in staff training	4.1) Know the requirements for induction and ongoing staff training 4.2) Understand the importance of effectively communicating food and product safety procedures

## Learning outcome 1: Know the role of the supervisor in ensuring compliance with food safety legislation

### Topic 1.1 Follow food and product safety management procedures and know their importance

- Ensure safe delivery, storage and preparation of food/food products
- Comply with legal requirements
- Avoid causing harm
- Avoid legal action from government agencies
- Avoid civil action (both personal and against the business)
- Demonstrate due diligence

### Topic 1.2 Know the responsibilities of employers and employees with respect to food and product safety legislation and procedures for compliance

#### Employer responsibilities:

- Register the food business (premises and vehicles)
- Ensure appropriate licences are in place
- Requirement for at least one employee to be trained in HACCP
- Ensure training is provided commensurate with employees' level of responsibility
- Ensure policies and procedures are in place for training
- Recruitment and day-to-day staffing levels
- Supervision
- Implementation of food safety management procedures
- Supply of appropriate sanitary accommodation, potable water supply, adequate washing facilities, equipment, materials and PPE (personal protective equipment)
- Record-keeping and accident reporting
- Compliance with Environmental Health Officers (EHOs) and Environmental Health Practitioners (EHPs)
- Provide sufficient ventilation

#### Employees' responsibilities:

- Comply with the law
- Follow instructions and comply with employer's processes/procedures
- Attend instruction/training/supervision
- Good personal hygiene
- Reporting of illness
- Reporting of errors/omissions in employer processes/procedures (e.g. hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries)

#### Food and product safety management procedures:

##### HACCP (hazard analysis and critical control points):

- Identification, monitoring and assessment of critical control points
- Implementation of HACCP, corrective action, verification, documentation, ongoing review

#### Monitoring and reporting procedures:

- Pest control
- Swabbing
- Supervision
- Instruction and training
- Cleaning
- Waste disposal
- Maintenance of equipment and building infrastructure

### **Topic 1.3 Know how legislation is enforced**

Legislation is enforced through the Food Safety Act 1990, Food Safety (England, Scotland, Wales, Northern Ireland) Regulations 2006, enforcement visits (e.g. by EHOs/EHPs), enforcement notices (e.g., hygiene improvement notices, hygiene prohibition orders, hygiene emergency prohibition notices) and civil and criminal courts. The employer enforces legislation through appropriate practices, procedures and training.

### **Hazard Analysis Critical Control Points (HACCP) – Seven steps**

#### **1. Conduct a hazard analysis**

A hazard is anything that may cause harm to your customers. There are three types of hazards:

- Biological
- Chemical
- Physical

You will need to think about the three hazards at each stage/process step of your operation.

#### **2. Identify critical control points (CCPs)**

CCPs are the stages of your process where the hazards must be controlled for the food to be safe to eat.

#### **3. Establish critical limits (CLs)**

Critical limits are specified safety limits at your CCPs, which separate acceptable (safe food) from unacceptable (unsafe food).

Critical limits are usually numerical values based on scientific findings.

#### **4. Establish monitoring**

Monitoring procedures must be established to ensure hazards are controlled at CCPs. Such monitoring activity may include temperature checks, visual inspections and time recording. Monitoring forms are available.

#### **5. Establish corrective actions (CAs)**

Corrective actions are procedures to be taken when monitoring (at CCPs) has identified that the critical limit has been or is likely to be exceeded.

Such actions must either make the food safe or prevent its entry into the food chain.

#### **6. Verification**

This involves taking an overview of your HACCP-based system to ensure it is working effectively, i.e., checking that the checks already done are true and effective at controlling your hazards.

#### **7. Establish documentation and records**

An HACCP-based system must have appropriate documentation to demonstrate that it is working effectively. These documents will usually incorporate HACCP charts, work instructions, written procedures/policies, training records, monitoring records, sampling records, invoices, receipts, etc.

### **Review**

To ensure the HACCP is working effectively, it is important to review the food safety system at regular intervals.

## Learning outcome 2: Apply and monitor good hygiene practices

### Topic 2.1 Understand the methods for temperature control and their importance

- **Methods** – Temperature logs; calibrated, sanitized temperature probes and temperature management systems; visual checks/control systems, manual control systems; use of appropriate vehicles for transporting food/raw materials
- **Importance** – To prevent bacterial multiplication, or to reduce it to an acceptable level; to prevent outbreaks of food poisoning; to meet due diligence criteria; to meet EHO requirements; to keep food safe; to comply with legislation; to control wastage

### Topic 2.2 Know procedures to control contamination and cross-contamination

- Control of Substances Hazardous to Health (COSHH)
- Effective cleaning procedures
- Correct use of cleaning products
- Good visibility
- Pest control
- Equipment in good state of repair
- Personal hygiene procedures (hand washing)
- Correct use of protective clothing
- Visitors' policy
- Correct storage of equipment
- Internal/external waste/food disposal procedures

### Topic 2.3 Understand the importance of high standards of personal hygiene

Prevention of the transmission of pathogenic bacteria/objectionable matter from an individual into the food chain; routes and vehicles to avoid cross contamination; convalescent and healthy carriers; consideration to co-workers; tainting/spoilage of food.

### Topic 2.4 Know the procedures for cleaning, disinfection and waste disposal

- **Cleaning and disinfection** – Clean as you go; traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry); “clean, rinse, sanitise” method; cleaning in place; correct clearance of areas for cleaning; correct dilution of chemicals; correct equipment; PPE; appropriate cleaning and disposal of chemical spillages; safety data sheets
- **Waste disposal** – Regular disposal; clean as you go; separating food and general waste, e.g. glass policy, external waste, recyclables; waste collection of food waste

### Topic 2.5 Know the design requirements relating to food premises and equipment

- **Food premises** – Must be designed to make good food hygiene practicable; relating to walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (e.g., for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation)
- **Equipment** – Easy to take apart, in good state of repair, installed so as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose, suitable work surfaces

### Topic 2.6 Know the methods of pest control and their importance

Pests include rodents, cockroaches, insects, stored products insects, domestic pets, birds and wild/feral cats.

- **Methods** – Written policy for pest control; engagement of a pest control contractor; path around food business buildings for ease of detection; traps, poisons, rodenticides, pesticides; netting, fly traps, electronic fly killers; clean as you go



- **Importance** – Legislative requirements; to avoid contamination (pathogenic bacteria, spoilage bacteria); to avoid spread of disease, loss of reputation and profit; to prevent drop in staff morale; to avoid damage, wastage of food

## Learning outcome 3: Implement food safety management procedures

### Topic 3.1 Know how microbial, chemical, physical and allergenic hazards affect food and product safety

- **Microbial** – Typical hazards (*Salmonella*, *Campylobacter*, *Escherichia coli*, *E. coli* 0157VTEC, etc.), common symptoms (diarrhoea, vomiting, stomach ache, etc.), four elements of growth (food, water, time, warmth)
- **Chemical** – Typical hazards (cleaning chemicals, veterinary residue, farming chemicals, overspray), common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting)
- **Physical** – Typical hazards (broken machinery, packaging material, plants, string, pests and insects, etc.), common symptoms (choking, broken teeth, vomiting, etc.)
- **Allergenic** – Typical hazards (nuts, flour, dairy products, shellfish, wheat, fungi, etc.), common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips, etc.)

### Topic 3.2: Know the methods and procedures for maintaining food and product safety, to include critical control points, critical limits and corrective actions

- **Delivery** – Correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver)
- **Storage** – Correct storage conditions (temperature control, dry stores, COSHH), conditions of storage facilities (infrastructure, seals, shelving, maintenance, etc.),
- **Preparation** – Temperature control (before, during, after preparation), cross-contamination (vehicles and routes), overhandling, personal hygiene (hand-washing, PPE, jewellery, etc.)
- **Cleaning** – Effective, monitored cleaning must be in place using the correct chemicals and equipment for specific jobs

For critical control points (CCPs), critical limits (CLs) and corrective actions (CAs), see HACCP guide above.

### Topic 3.3 Know how to monitor and record food and product safety procedures

The 2006 Food Safety Regulations make it a legal requirement to keep records, e.g.

- Traceability of food (farm to fork)
- Choice of suppliers (supplier audits)
- Delivery records
- HACCP (implement the seven steps of HACCP and record all necessary documentation)
- Temperature control records (including storage, cooking, reheating and holding)
- Staff (training, sickness, pre and post employment records)
- Cleaning records and schedules, monitoring of cleaning records and schedules
- Recommended sample-keeping
- Visitors' records/policy
- Pest control
- Maintenance records
- Waste management policy (including disposal of glass)
- Ensure due diligence is maintained

### **Topic 3.4 Know the methods of evaluating food and product safety controls and procedures and their importance**

- **Methods** – Internal/external audits, management reviews, supervisory spot checks, advisory visits by regulatory bodies, staff consultation, supervisors' handover book
- **Importance** – Ensure the continued safe storage, production and delivery of all foodstuffs; records of review findings and corrective actions taken must also be made

## **Learning outcome 4: Understand the role of the supervisor in staff training**

### **Topic 4.1 Know the requirements for induction and on-going training of staff**

Appropriate training is a requirement of the 2006 Food Safety Regulations.

- **Induction** – Quickly integrates new employees into the business, goes towards proving due diligence on the part of the employer, makes new employees aware of basic food hygiene matters. Keep induction records
- **Ongoing training** – Supervisors must observe employees and carry out spot checks to maintain company standards and legal requirements. Refresher food safety courses or retraining in company procedures

### **Topic 4.2 Understand the importance of effective communication of food and product safety procedures**

Due diligence (including HACCP), staff are aware of legal requirements, company policies and procedures, eliminate risks or reduce to an acceptable level, raise staff awareness/ability, reduction of possible product contamination, encourage good working relationships.

## Unit 03 – Monitor, maintain and promote environmental good practice

### What is this unit about?

This standard covers the skills and knowledge needed to maintain, monitor and improve environmental practice in food and drink manufacturing operations. You will need to follow the legislative and organisational requirements to maintain environmental good practice.

You will need to inform others of their responsibilities, monitor their work practices, ensure you adopt good practices and respond to any environmental damage. You will also need to encourage others to adopt good practice, evaluate current work practices and make recommendations for improvements.

### Learning outcomes

	Learning outcome	Topic
1	Understand organisational procedures for environmental good practice	1.1) Know organisational and legislative requirements relating to environmental damage, relevant to your responsibility 1.2) Know organisational policy relating to environmental good practice 1.3) Understand levels of responsibilities of individual team members in relation to maintaining environmental good practice 1.4) Explain why it is important not to exceed the limits of own authority
2	Recognise environmental good practice	2.1) Identify the types of pressures on the environment that may occur 2.2) Use resources efficiently to ensure environmental good practice
3	Maintain environmental good practice	3.1) Comply with environmental good practice 3.2) Follow correct procedures when dealing with environmental damage
4	Promote and improve environmental good practice	4.1) Inform and encourage others to maintain good environmental workplace practice 4.2) Evaluate work practices, seeking areas for improvements 4.3) Present clear and detailed recommendations to the relevant person

### Learning outcome 1: Understand organisational procedures for environmental good practice

#### Topic 1.1 Know organisational and legislative requirements relating to environmental damage, relevant to your responsibility

Know and understand business environmental impact assessment; follow organisational and legislative procedures for safe disposal of waste; use chemicals according to label instructions; understand legislation as it relates to business activities – waste, pollution, land use, etc.

**Topic 1.2 Know organisational policy relating to environmental good practice**

Know the organisation's environmental policy, how it meets legal requirements and how it puts procedures in place to reduce pollution, minimise waste and improve energy efficiency.

**Topic 1.3 Understand levels of responsibilities of individual team members in relation to maintaining environmental good practice**

All staff are responsible for improving environmental performance. Business owners and managers are responsible for policy and implementing environmental management systems. Own role to encourage understanding of and adherence to policies. Day-to-day actions of staff can significantly reduce environmental impact. May be appropriate to appoint/nominate an environmental champion within the team.

**Topic 1.4 Explain why it is important not to exceed the limits of own authority**

Important to ensure management decisions are followed; exceeding authority may lead to issues of non-compliance and lack of "buy-in" from team; own decisions may not fit with management and business strategy; could lead to liability issues for individuals and the business.

**Learning outcome 2: Recognise environmental good practice****Topic 2.1 Identify the types of pressures on the environment that may occur**

Inefficient and inconsiderate working practices involving the use of both materials and manpower have an impact on the environment. Potential adverse effects include physical waste; safe removal, storage and disposal, with particular concern for hazardous substances; contamination/pollution of water, soil and air; effects on fauna and flora.

Consider alternative processes or procedures and determine the environmental impact of these; conduct analysis to ensure the most effective method is implemented. Adopt appropriate measures to ensure that alternative procedures are effective and do not significantly impact on costs.

**Topic 2.2 Use resources efficiently to ensure environmental good practice**

Efficient use of resources should lead to reductions in environmental impact and to cost-benefits without affecting product or service quality standards. Improvements should be 'designed in' to working practices for the long-term, rather than be a short-term fix. Changes to working practices and procedures must be planned for implementation over an appropriate timescale.

**Learning outcome 3: Maintain environmental good practice****Topic 3.1 Comply with environmental good practice**

Minimise resource use, dispose of waste appropriately and in compliance with good practice, ensure raw materials are produced sustainably, utilise raw materials fully, reduce and minimise water usage, recycle and minimise own use of packaging, follow business environmental action plan, consider energy use.

**Topic 3.2 Follow correct procedures when dealing with environmental damage**

Stop any activity that causes damage; assess impact of activities; take remedial action to repair damage; where necessary, assess the need to implement complementary remediation activities; record and report incident/damage.

## **Learning outcome 4: Promote and improve environmental good practice**

### **Topic 4.1 Inform and encourage others to maintain good environmental workplace practice**

Use appropriate language and methods of communication to ensure all staff fully understand the reasons for good environmental practice in the workplace and why it is important to adopt any changes recommended.

### **Topic 4.2 Evaluate work practices, seeking areas for improvements**

Assess the environmental impact of work activities. Identify, predict, evaluate and mitigate the effect of work and production activities on the environment. Assess impact in line with organisational, legal, regulatory and sector-specific requirements.

### **Topic 4.3 Present clear and detailed recommendations to the relevant person**

Communicate outcomes of the impact assessment to colleagues; identify strengths and weakness of current practices and predictions of changes in the individual elements of the impact. Calculate the costs of current impact in financial, legal and environmental terms, options for reducing that impact and costs involved.

## Unit 04 – Prepare and maintain equipment and machines

### What is this unit about?

This unit will provide the learner with the knowledge, understanding and skills required to prepare, use and maintain equipment and machines. Equipment malfunction may also lead to the need for maintenance. The unit covers manual (hand-operated) and mechanical (engine-driven) equipment and machines.

### Learning outcomes

	Learning outcome	Topic
1)	Prepare equipment and machines for use	1.1) Identify and implement methods for preparing equipment and machines for use: <ul style="list-style-type: none"><li>• General</li><li>• Manual</li><li>• Mechanical</li></ul>
2)	Manage the maintenance of equipment and machines	2.1) Explain the purpose of a maintenance schedule plan <ul style="list-style-type: none"><li>• Routine</li><li>• Breakdown</li></ul> 2.2) Understand the circumstances in which authorisation must be obtained prior to maintenance 2.3) Discuss the possible consequences of not maintaining equipment and machines 2.4) Describe the reasons for maintaining equipment and machines 2.5) Identify methods for preparing equipment and machines for maintenance <ul style="list-style-type: none"><li>• Manual</li><li>• Mechanical</li></ul> 2.6) Identify the location of stored equipment and any associated components 2.7) Describe procedures for obtaining replacement components 2.8) Perform the necessary post-maintenance checks 2.9) Keep appropriate records
3)	Evaluate the dangers associated with using and maintaining equipment and machines	3.1) Understand the dangers created by electricity and stored energy and how to respond to these during the preparation stage 3.2) Identify hazardous chemicals and substances that may be present and ways in which they should be dealt with

## Learning outcome 1: Prepare equipment and machines for maintenance

### Topic 1.1 Identify and implement methods for preparing equipment and machines for use

- **General**

Obtain information and authorisation from relevant line manager, service manager, client, customer, operator, operations supervisor.

Identify issues affecting health and safety, maintenance procedures, schedule of operations, settings of tools or equipment, specification of materials or parts to be used, level of use of machine, availability for maintenance, location, previous activities, problems encountered by operators.

Obtain information ahead of performing maintenance. Information could be sourced from risk assessments, manufacturers'/suppliers' instructions (booklet, sheet or wall chart, internet), operators records, maintenance records, machinery/equipment plans, experienced/trained operatives, line manager, etc.

- **Manual**

Always wear appropriate personal protective equipment (PPE, e.g. safety footwear, overalls, eye and ear protection, dust mask, gloves, waterproofs, hats, ultraviolet protection).

Procedure may include sharpening and cleaning, checking guards, lights, tyre pressures, checking lubrication, changing oil and filters, etc.

Equipment may include hosepipes, pressure washers (with waste disposal facility for washings) degreasers, cleaners, compressed air jets, brushes, rags, vacuum cleaners, hand tools (e.g. spanners, screwdrivers, wrenches), specialist equipment specific to the equipment, inspection lamps, work benches, lifting equipment.

- **Mechanical**

Ensure that machines are powered down, switched off and, where necessary, unplugged. Disconnect batteries and spark plugs.

Turn off gas, petrol or other fuel supplies to machinery. Empty fuel tanks where appropriate.

## Learning outcome 2: Manage the maintenance of equipment and machines

### Topic 2.1 Explain the purpose of a maintenance schedule plan

Maintenance may be required as part of the maintenance routine or breakdown.

Identify by referring to maintenance schedules, schedule of operations, level of use of machine, machine's availability for maintenance, problems reported by operators.

- **Routine** – Making sure equipment is safe to use. Reduce risk of harm and injury, damage to produce or other goods. Ensuring equipment is ready to use. Reduces chances of breakdown and loss of time. Prolonging life of equipment or machinery.
- **Breakdown** – Plans in place to deal with breakdowns; be able to identify faults and deal with them when equipment is not in use; know how to put equipment, parts and suitably trained staff in place to make timely and effective repairs after breakdown.

### **Topic 2.2 Understand the circumstances in which authorisation must be obtained prior to maintenance**

Authorisation may be needed when maintenance or repair requires a machine or equipment to be out of service for an extended period, during busy times or when a machine is needed. Authorisation is also needed for changes affecting operating procedures. Identify from whom authorisation is needed (line manager, service manager, client, customer, operator, operations supervisor).

### **Topic 2.3 Discuss the possible consequences of not maintaining equipment and machines**

Not maintaining equipment could lead to excessive wear, corrosion or failure of components. Breakdowns lead to loss of output; increased repair costs; failure to meet deadlines; or damage to product, materials or the environment. Risk of harm to operators (broken parts, leakages and spillages).

### **Topic 2.4 Describe the reasons for maintaining equipment and machines**

Important to ensure effective, efficient and safe operation, reduce wear, meet legal requirements, maintain performance, keeps costs down by ensuring machines and equipment last as long as possible.

### **Topic 2.5 Identify methods for preparing equipment and machines**

- **Manual** – Cleaning to remove debris, dust, contamination by fuel and other chemicals; securing loose parts; removing and storing guards.
- **Mechanical** – Ensure all parts are cool, immobilise power unit (e.g. switching off, turning off fuel, use of isolator switch, unplugging electrical equipment, removal of keys, disconnecting battery, disconnecting spark plug lead, remove spark plug or injector), cleaning, loose parts, guards as above.

### **Topic 2.6 Identify the location of stored equipment and any associated components**

Storage needs to be safe, secure, away from sources of contamination, protected from impacts and mechanical damage, away from access routes (to avoid trips and falls or injury by falling objects).

Examples of safe and secure storage areas are a secure yard or compound (suitable for large equipment not damaged by exposure to weather), barns or lean-tos to provide protection from rain/sun, a locked building for higher value and easily moved equipment, a secure room or cabinet for high-value items.

### **Topic 2.7 Describe procedures for obtaining replacement components**

Replacement components may be obtained from own stores (regularly used items); be purchased prior to routine service or maintenance; ordered as required; supplied by main agent, parts distributor, mail order or internet. Procedures are as set out by the organisation or manufacturers' instructions.

### **Topic 2.8 Perform the necessary post-maintenance checks**

Checks include visual checking (e.g. guards and other loose fittings); bench testing (smaller equipment); and test running, whether in the field or a road test (larger equipment). May require the assistance of a professional to undertake portable appliance testing (PAT) to ensure electrical safety of equipment, emissions testing of power units, etc.

### **Topic 2.9 Keep appropriate records**

Log books, service sheets, in-house record sheets, spreadsheets, online log books, etc.



## Learning outcome 3: Evaluate the dangers associated with using and maintaining equipment and machines

### Topic 3.1 Understand the dangers created by electricity and stored energy, and how these should be responded to during the preparation stage

Stored energy types – fuel, electricity, mechanical.

- **Fuel** (e.g. petrol, diesel, gas) – Turn off supply, empty or remove tank/cylinder, release fuel under pressure in supply lines, empty supply lines.
- **Electricity** (e.g. mains, generator, batteries, in condensers) – Switch off, unplug, disconnect, instant discharge circuits or earthing to remove residual charge.
- **Mechanical** (springs, weights) – Release tension, remove from machine, remove or lower weights to ground level or solid base, prop or lock in position.

### Topic 3.2 Identify hazardous chemicals and substances that may be present and ways in which they should be dealt with

Typical chemicals and substances include fuels, oils and grease, cleaning fluids, pesticides and fertilisers, dust, exhaust fumes and growing media.

Wear appropriate PPE.

Identify substances present, consult Control of Substances Hazardous to Health (COSHH) sheet if appropriate (e.g. for cleaning fluids), follow procedures with fuels, remove by cleaning if safe to do so. Dispose of washings safely and correctly. Refer to supervisor/line manager/qualified professional if there is material present that you cannot safely handle or are not trained to handle.

## Unit 05 – Plan, allocate and monitor the work of a team

### What is this unit about?

This unit is about planning, allocating and monitoring the work of a team. It also covers how to support and monitor team members to achieve goals and targets.

### Learning outcomes

	Learning outcome	Topic
1	Plan work for a team	1.1) Agree team objectives with own manager 1.2) Develop a plan for a team to meet agreed objectives, considering the capacity and capabilities of the team
2	Allocate work across a team	2.1) Discuss team plans with a team 2.2) Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 2.3) Agree the standard of work required by the team
3	Manage team members to achieve team objectives	3.1) Support all team members to achieve team objectives 3.2) Assess team members' work against agreed standards and objectives 3.3) Identify and recommend ways of improving team performance

#### Learning outcome 1: Plan work for a team

##### Topic 1.1 Agree team objectives with own manager

May include setting targets, allocation of work and schedules, agreed timings.

##### Topic 1.2 Develop a plan for a team to meet agreed objectives, considering the capacity and capabilities of the team

Consider issues that may affect performance and ability to meet targets, including health and safety, environmental concerns and implications, how work is allocated and the team members that might be needed, business and team priorities in setting objectives and schedules.

#### Learning outcome 2: Allocate work across a team

##### Topic 2.1 Discuss team plans with a team

Consider targets and objectives, number of people available, timelines for completion of work, discussions about the plan, allocation of roles and work, "what a good job looks like".

##### Topic 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members

Consider the team composition, who is available, timescales, targets, standards and quality, individual contributions.

**Topic 2.3 Agree the standard of work required by the team**

May include industry and business standards and expectations. Agree team standards against SMART objectives, manage and measure performance and targets.

**Learning outcome 3: Manage team members to achieve team objectives****Topic 3.1 Support all team members to achieve team objectives**

Support could include ensuring that appropriate resources are available, managing the whole team's contribution to the task, providing appropriate guidance and training, addressing concerns as they arise, team and one to one meetings to ensure that objectives are being met.

**Topic 3.2 Assess team members' work against agreed standards and objectives**

Review activity outcomes against initial plans and targets, evaluate individual contributions to tasks and against individual targets, monitor individual performance throughout the task, consider impact of individual/individual performance on the rest of the team.

**Topic 3.3 Identify and monitor conflict within a team**

To include monitoring team performance, managing relationships, development plans, reports of incidents, complaints.

## Unit 06 – Manage line operations

### What is this unit about?

This unit is designed for people who plan production schedules in a food manufacturing or fresh produce business. It is intended primarily for supervisors and others who carry out these workplace activities.

### Learning outcomes

	Learning outcome	Topic
1	Plan production schedules and allocate resources to meet plans	1.1) Ensure the requirements of the production plans are clear 1.2) Produce schedules that are: <ul style="list-style-type: none"><li>• Consistent with production plans</li><li>• Consistent with management priorities and objectives</li><li>• Consistent with legal and standard operating requirements</li><li>• Cost-effective</li></ul>
2	Ensure the availability of resources to meet production plans	2.1) Confirm that equipment required is available and in good working order before production starts 2.2) Confirm that the specified type and volume of materials are available, in the specified location for production 2.3) Confirm that the required number of staff, with the appropriate skills and knowledge, are available 2.4) Inform the relevant people immediately if a lack of resources will affect production output
3	Avoid production problems	3.1) Report all damage and faults, with recommendations for corrective action 3.2) Manage risk and ensure a hazard-free workplace 3.3) Manage the status, availability and use of resources 3.4) Monitor, record and report on all instances of noncompliance with quality requirements 3.5) Maintain all records relating to resources and ensure they are available to management

## Learning outcome 1: Plan production schedules and allocate resources to meet production plans

### Topic 1.1 Ensure the requirements of the production plans are clear

Communicate the plan to the staff members who will implement it. The plan can be drawn up in spreadsheets, databases or using specialist software, but a visual representation may help communicate the plan. Inform the team ahead of time and keep them up to date on changes and adjustments.

Be clear about the requirements of the plan. Know who to ask for clarification or confirmation of areas of which you are unsure.

### Topic 1.2: Produce schedules that are:

- **Consistent with production plans**  
Ensure that schedules follow plans, minimise lags and downtime, ensure efficient use of resources.
- **Consistent with management priorities and objectives**  
Consider the availability of staff, skilled workers and raw materials, training needs, customer demands and priorities.
- **Consistent with legal and standard operating requirements**  
Meet health and safety requirements, food safety standards, business policies and procedures.
- **Cost-effective**  
Ensure efficient use of resources and time; avoid bottlenecks and downtime; utilise economies of scale, bulk buying, etc.

## Learning outcome 2: Ensure the availability of resources to meet production plans

### Topic 2.1 Confirm that equipment required is available and in good working order before production starts

Identify equipment needs. Understand its part in the production process and consider the availability of spares – bearings, fillers, dryer fans, heating elements, etc.

Monitor the state of equipment and facilities; plan and undertake regular maintenance of equipment and facilities.

### Topic 2.2 Confirm that the specified type and volume of materials are available, in the specified location for production

Monitor inventory, understand location and quantities available, physically check stock/inventory regularly.

### Topic 2.3 Confirm that the required number of staff, with the appropriate skills and knowledge, are available

Understand the work programme and staffing structure, discuss work programmes with colleagues, identify individual capabilities and measure these against work needs, understand time and resources required for individual tasks, monitor progress and performance.

### Topic 2.4 Inform the relevant people immediately if a lack of resources will affect production output

Know whom to inform. Understand what resources are needed. Adjust plans in line with changes and advise management. Take steps to minimise disruption. Use appropriate methods to track changes, inventory, employees and equipment.

## Learning outcome 3: Avoid production problems

### **Topic 3.1 Report all damage and faults, with recommendations for corrective action**

Know to whom faults should be reported. Monitor equipment during the production process. Record repairs and maintenance.

### **Topic 3.2: Manage risk and ensure a hazard-free workplace**

Undertake regular risk assessments. Hazards may include damaged packaging, non-food items being transported with food, inadequate temperature controls, pests, exhaust fumes and other potential contaminants, inappropriate disposal of waste.

### **Topic 3.3 Manage the status, availability and use of resources**

For example, you can track the number of days of inventory on hand (the average number of days of inventory is held before it is sold), losses, inventory accuracy (how well your inventory record-keeping matches your physical inventory), supplier lead-time and inventory turnover (how often you sell your inventory in a period of time, such as a year).

### **Topic 3.4 Monitor, record and report on all instances of noncompliance with quality requirements**

Know how and where to record non-compliances, understand quality criteria, understand why meeting quality criteria is important to customers and own business, monitor quality during the production process, know to whom you should report and take actions to rectify noncompliance occurrences.

### **Topic 3.5 Maintain all records relating to resources and ensure they are available to management**

Store records in appropriate manner – paper, electronic, etc. – and in a way that meets data protection legislation. Know where records are stored, follow recognised filing reference and storage requirements of business and appropriate outside organisations (assurance schemes, etc.).

## Unit 07 – Manage product quality

### What is this unit about?

This unit is designed to assess the skills of learners in the workplace as they monitor product quality in food operations.

NB: See also Unit 02 – HACCP plans.

### Learning outcomes

	Learning outcome	Topic
1	Understand the importance of maintaining product quality	1.1) Explain the importance of meeting product requirements to maintain quality and minimise losses 1.2) Understand quality in relation to end markets, assurance schemes and customer demand 1.3) Understand the audit processes relevant to the job role
2	Monitor product quality	2.1) Implement a quality monitoring and recording process 2.2) Identify and report factors that may affect product quality or contractual specification 2.3) Identify and report to the relevant people instances of nonconformance to quality standards 2.4) Reject or isolate products or items that do not conform to specification 2.5) Ensure all individuals wear appropriate personal protective clothing and equipment to ensure product quality
3	Contribute to resolving quality problems	3.1) Seek advice on quality problems outside own authority or expertise 3.2) Offer support to, or seek help for, colleagues who encounter quality problems 3.3) Evaluate quality problems within the limits of own expertise and understanding 3.4) Feed back observations on quality to the relevant people 3.5) Receive and confirm instructions to resolve quality problems 3.6) Carry out agreed actions to resolve quality problems and feed results back to the relevant people 3.7) Communicate with others to ensure that resolutions to quality problems are understood

## Learning outcome 1: Understand the importance of maintaining product quality

### Topic 1.1 Explain the importance of meeting product requirements to maintain quality and minimise losses

Meeting product requirements means meeting customer expectations or specifications. Quality criteria and standards are determined by the market, customers and assurance schemes. Systems can be put in place to meet these standards and ensure that the product can be marketed to maximise profits and losses.

### Topic 1.2 Understand quality in relation to end markets, assurance schemes and customer demand

There may be industry standards for products; contractual standards are determined by the buyer/intermediate user or end user. These will differ, so it is essential to understand the different contractual demands placed on the business by different end markets. Assurance schemes introduce minimum standards on the business for production and processing of product destined for the consumer.

### Topic 1.3 Understand the audit processes relevant to the job role

Processes may include internal/external audits, management reviews, supervisory spot checks, advisory visits by regulatory bodies, staff consultations, supervisors' handover book.

Review findings and corrective actions taken must also be recorded.

## Learning outcome 2: Monitor product quality

### Topic 2.1 Implement a quality monitoring and recording process

This process should include:

- Inspection of raw materials and product entering the process
- Carrying out checks on the process to ensure that quality parameters are being met
- Inspecting the final product to ensure that no poor quality or out of specification products are sent to the consumer
- A procedure to record inspection and results at every stage of the quality control process

### Topic 2.2 Identify and report factors that may affect product quality or contractual specification

As well as visual characteristics, consider properties such as texture, flavour, size, whether the product is free from damage and the impact of pests.

### Topic 2.3 Identify and report instances of nonconformance to quality standards to the relevant people

Report to management, quality controllers.

### Topic 2.4 Reject or isolate products or items that do not conform to specification

Remove products not meeting the required standards. Remove foreign matter such as leaves and stones. Dispose of removed product to a disposal site well away from the processing room. Regular removal is important to prevent the waste from attracting flies to the processing area and to avoid the risk of contaminating good quality product.

Careful inspection at this stage can save a lot of time and money later in the process. Good training for inspection staff is important.



Remembered that it is not possible to improve the quality of a raw material by processing it. Poor quality raw materials produce poor quality finished products.

**Topic 2.5 Ensure all individuals wear appropriate personal protective clothing and equipment to ensure product quality**

Clothing and equipment may include gloves, aprons, hairnets, overalls, footwear suitable for food processing environments, etc.

**Learning outcome 3: Contribute to resolving quality problems**

**Topic 3.1 Seek advice on quality problems outside own authority or expertise**

Advisers may include supervisors, management or buyer representatives.

**Topic 3.2 Offer support to, or seek help for, colleagues who encounter quality problems**

Support could include ensuring that appropriate resources are available, managing the whole team's contribution to the task, providing appropriate guidance and training, addressing concerns as they arise, ensuring the team understands the quality parameters demanded by the customer/end market.

**Topic 3.3 Evaluate quality problems within the limits of own expertise and understanding**

Understand own role within the quality control process. Ensure that the team knows tasks and standards. Ensure that observations at critical control points are recorded.

Understand the quality demanded by the customer/end user. Use own findings and those of the team to inform current product quality. Know when and where to report noncompliance.

**Topic 3.4 Feed back observations on quality to the relevant people**

See Topic 3.3 above.

**Topic 3.5 Receive and confirm instructions to resolve quality problems**

Liaise and communicate effectively with management. Communicate instructions to the team and confirm their understanding.

**Topic 3.6 Carry out agreed actions to resolve quality problems and feed results back to the relevant people**

Corrective actions are procedures to be undertaken when monitoring has identified that product quality has been affected and does not meet the required standards.

Where this has been identified, the recommendations of management or company policies and procedures should be followed to address the issue.

**Topic 3.7 Communicate with others to ensure that resolutions to quality problems are understood**

Communicate instructions to the team and confirm their understanding.

## Unit 08 – Sorting and grading produce

### What is this unit about?

This unit supports the workforce and/or vocational development for those who need to understand the principles of sorting and grading produce.

### Learning outcomes

	Learning outcome	Topic
1	Understand the definitions and rationale for sorting and grading produce	1.1) Summarise the definition of sorting produce 1.2) Summarise the definition of grading produce 1.3) Explain the rationale for sorting and grading products after cleaning 1.4) Outline the equipment required and methodology for sorting and grading produce
2	Understand the quality factors used in grading food materials	2.1) Summarise the importance of the common quality criteria for grading, to include: <ul style="list-style-type: none"><li>• Shape and size</li><li>• Colour</li><li>• Freedom from damage and contamination</li></ul> 2.2) Explain the importance of including quality criteria when grading produce
3	Understand the methods of preparing produce for sale	3.1) Explain the importance of packing produce to ensure customer specification, quality and shelf life requirements are met
4	Demonstrate sorting and grading best practice	4.1) Carry out sorting, grading and packing operations relevant to the job role, quality criteria and specification

## Learning outcome 1: Understand the definitions and rationale for sorting and grading produce

### Topic 1.1 Summarise the definition of sorting produce

Separating similar things based on a specific criterion, such as country of origin, size, colour, smell, technology, quality, legal conformity, market value, etc.

### Topic 1.2 Summarise the definition of grading produce

Grading assigns sorted materials for a specific use, end destination or a market value.

### Topic 1.3 Explain the rationale for sorting and grading produce after cleaning

Reduces opportunities for cross-contamination, ensures good hygiene.

### Topic 1.4 Outline the equipment required and methodology for sorting and grading produce

- **Equipment** – Conveyors, sorting tables, cushions, hoses, washing tanks, trimming stations, appropriate personal protective equipment (PPE), scales, bagging equipment
- **Methodology** – Dumping, storing, initial sorting, cleaning, sanitising, further sorting, grading, packing

## Learning outcome 2: Understand the quality factors used in grading food materials

### Topic 2.1 Summarise the importance of the common quality criteria for grading to include:

- **Shape and size**  
Uniformity and characteristic shape are important quality characteristics. Misshapen products may be less appealing to consumers who are used to standard shapes and sizes. Different sizes of the same product may be required for different markets and intended end use. Consumers tend to associate large size with higher quality and view larger fruit as more mature.
- **Colour**  
Indication of ripeness, visual appeal of the product, can indicate freshness of product.
- **Freedom from damage and contamination**  
The product should be free of damage and contamination. The level of tolerance for each kind of damage, such as cuts, bruises and disease, will form part of the contract specification and can be easily evaluated. Different markets may be more tolerant of damage, depending on the end use.

### Topic 2.3 Explain the importance of including quality criteria when grading produce

The use of quality criteria for horticultural products is key to marketing commodities. Fresh produce is expected to conform to specific quality criteria, so grading to meet these will ensure that the product meets wholesaler, buyer, processor and end user expectations.

## Learning outcome 3: Understand the methods of preparing produce for sale

### Topic 3.1 Explain the importance of packing produce to ensure customer specification, quality and shelf life requirements are met

After harvest, fruits and vegetables need to be prepared for sale. Regardless of the destination, preparation for the fresh market comprises four basic key operations:

- Removal of unmarketable material
- Sorting by maturity and/or size
- Grading
- Packaging

All products should be carefully packed to ensure that quality is maintained and that the weight meets label specifications and complies with weights and measures legislation.

A check-weighing scale can be used to ensure that the correct weight is filled.

Packs should be checked to ensure that the correct label is used for each product, the correct date is stamped onto the pack and that code numbers are correct and regularly changed (each batch of product or each day's production).

## Learning outcome 4: Demonstrate sorting and grading best practice

### Topic 4.1 Carry out sorting, grading and packing operations relevant to the job role, quality criteria and specification

Apply theory in Topics 1–3 above.

## Unit 09 – Manage accurate records

### What is this unit about?

This unit will provide the learner with the knowledge, understanding and skills needed to maintain and store records within the workplace. This will involve record-keeping, filing and maintaining any necessary confidential information.

### Learning outcomes

	Learning outcome	Topic
1	Understand how to maintain and store records within the workplace	<ul style="list-style-type: none"><li>1.1) Identify records and check that they are suitable for their intended purpose</li><li>1.2) Make entries into records that are accurate and complete</li><li>1.3) Transfer records where appropriate and accurately record information as necessary</li><li>1.4) Store confidential records in a safe location, in accordance with organisational and legislative requirements</li><li>1.5) Re-file records correctly after use</li><li>1.6) Take the appropriate action to resolve any errors or mistakes discovered in the records</li></ul>
2	Legal responsibilities	<ul style="list-style-type: none"><li>2.1) Know the different types of records and systems used for record-keeping within the industry</li><li>2.2) Know your responsibilities in maintaining, handling and storing records under current legislation</li><li>2.3) Know which records are confidential or commercially sensitive and how to deal with these</li><li>2.4) Use the correct method and language for completing records within the industry</li><li>2.5) Understand the importance of accurate record-keeping for production purposes and organisational effectiveness</li><li>2.6) Know the procedures for transferring records</li><li>2.7) Understand the types of problems that may occur during the maintenance of records and how these should be resolved</li></ul>

## **Learning outcome 1: Understand how to maintain and store records within the workplace**

### **Topic 1.1 Identify records and check that they are suitable for their intended purpose**

Records include those about personnel, stock, invoices, orders, machinery repairs and services, health and safety assessments, other risk assessments, planting plans and cropping patterns.

There are three main types of storage: physical (paper), electronic (computer, disk, USB stick, etc.) and online (website and cloud-based systems). All should be kept securely under lock and key or be password protected, where appropriate.

Records about personnel and other confidential records must only be accessed by appropriate people.

### **Topic 1.2 Make entries into records that are accurate and complete**

Ensure entries are complete and accurate and in chronological order; avoid jargon, abbreviations and slang; complete records as soon as possible after the event has taken place; ensure records are dated and signed to create an audit trail.

### **Topic 1.3 Transfer records where appropriate and accurately record information as necessary**

Transfer records in ways that ensure the security and confidentiality of the record. Personnel and financial records must only be transferred by appropriate and authorised people.

### **Topic 1.4 Store confidential records in a safe location, in accordance with organisational and legislative requirements**

Staff and finance records must be stored under lock and key or be password protected. All personal and sensitive records must be stored in accordance with General Data Protection Regulation requirements. Business-sensitive information must be stored securely and only be accessible by authorised personnel.

### **Topic 1.5 Re-file records correctly after use**

Place files back in the right position and in appropriate folders. Back up all computer files/records.

### **Topic 1.6 Take the appropriate action to resolve any errors or mistakes discovered in the records**

Where errors are found, confirm with other staff before adjusting them. Confirm stock errors by making a physical count, if necessary.

## Learning outcome 2: Legal responsibilities

### **Topic 2.1 Know the different types of records and systems used for record-keeping within the industry**

Records include those about personnel, stock, invoices, orders, machinery repairs and services, health and safety assessments, other risk assessments, planting plans and cropping patterns.

### **Topic 2.2 Know how to maintain, handle and store records under current legislation**

Ensure entries are complete and accurate and in chronological order; avoid jargon, abbreviations and slang; complete records as soon as possible after the event has taken place; ensure records are dated and signed to create an audit trail.

Transfer records in ways that ensure their security and confidentiality.

All personal and sensitive records must be stored in accordance with General Data Protection Regulation requirements. Business-sensitive information must be stored securely and only be accessible by authorised personnel.

### **Topic 2.3 Know which records are confidential or commercially sensitive and how to deal with these**

Confidential records may include staff and finance records, business and commercially sensitive data. Keep secure under lock and key or protect with a password.

### **Topic 2.4 Use the correct method and language for completing records within the industry**

Avoid jargon, slang and abbreviations. Use appropriate variety and trade names where applicable.

### **Topic 2.5 Understand the importance of accurate record-keeping for production purposes and organisational effectiveness**

Understand how accurate and timely record-keeping allows audit trails to be established. Keep records simple and factual. Avoid offensive statements, speculation and guesswork.

### **Topic 2.6 Know the procedures for transferring records**

Always have authority to move records, never leave records unattended, do not move personnel or financial records unless authorised.

### **Topic 2.7 Understand the types of problems that may occur during the maintenance of records and how these should be resolved**

Problems may include incorrect re-filing of records, misplaced decimal points, figures transposed incorrectly, wrong locations given for stock, incorrect or out of date stock figures, incorrect varieties on planting plans, lack of dates and signatures. Problems may be resolved by checking with other staff where necessary, raising issues with line managers, physical checks, checking against labels, etc.

## Unit 10 – Manage budgets

### What is this unit about?

This unit will give the learner the knowledge, understanding and skills required to manage budgets. It includes learning how to monitor budgets, understanding the purpose of budgets and how budgets can be used to report on performance.

### Learning outcomes

	Learning outcome	Topic
1	Explain the purpose of budgets	1.1) Explain the purpose and benefits of managing financial resources effectively and efficiently 1.2) Identify legal, regulatory and organisational requirements for managing a budget 1.3) Describe different types of budgetary systems and their features
2	Manage budgets	2.1) Control budget performance within limits and deadlines 2.2) Analyse and act to minimise costs where possible 2.3) Take corrective action to make sure of best value for money 2.4) Authorise expenditure within the scope of own authority
3	Monitor budgets	3.1) Record transactions as required 3.2) Produce information on performance against a budget, when required 3.3) Make sure all calculations are accurate 3.4) Record information that will help with the preparation of future budgets
4	Report performance against budgets	4.1) Explain the purpose and benefits of reporting information on performance against a budget 4.2) Explain how to check the accuracy of budget calculations 4.3) Explain the purpose and benefits of recording information that will help with the future preparation of budgets



## Learning outcome 1: Explain the purpose of budgets

### Topic 1.1 Explain the purpose and benefits of managing financial resources effectively and efficiently

Using funds efficiently, effectively and economically ensures there is a plan in place and resources can be effectively allocated. Ensures maximum benefit from the money you spend. Sets out goals and targets.

### Topic 1.2 Identify legal, regulatory and organisational requirements for managing a budget

Requirements may include performance monitoring against a budget; ensuring adequate resources to undertake activities; reviewing performance against budgets; prioritising items on budget depending on importance of service deliveries; decision-making made with relevant managers, board members, etc.; fulfilling legal obligations, e.g. company law, tax law; planning reserves to be ready in times of deficit.

### Topic 1.3 Describe different types of budgetary systems and their features

- **Traditional budgeting** – Information and figures from the previous year are taken into account and the budget is created for the following year with minor variations, wherever necessary. Easy to develop and implement but not very flexible.
- **Activity-based budgeting** – Resources are allocated based on the activity and how it benefits. This type of budget is highly accurate but complex.
- **Rolling budget** – Short-term budgets whereby budgets are added for each rolling period. The budgets are always up to date.
- **Top-down budgeting** – Prepared by management and is passed down to employees. Common in small organisations.
- **Bottom-up budgeting** – The opposite of top-down budgeting. Skills and ideas from various people are brought together when developing the budget. The quality of the process is good but it is time-consuming.
- **Zero-based budgeting** – Managers decide on the priority of each service based on how the organisation will benefit and resources are allocated accordingly. A very effective but time-consuming form of budgeting system.
- **Incremental budgeting** – Anticipation of increase or decrease in income for the business is taken into account while developing the budget. This is a very easy and quick form of budgeting but can sometimes lead to errors in resource allocation.

## Learning outcome 2: Manage budgets

### Topic 2.1 Control budget performance within limits and deadlines

Understand the agreed budget. Limits and deadlines might include area of activity, budgeting period, spending limits.

### Topic 2.2 Analyse and act to minimise costs where possible

Understand the relationship between own budget and that of the organisation, compare costs, talk to suppliers, consider alternative sourcing to reduce costs, understand that price is only one consideration of cost, benefit from economies of scale.

### Topic 2.3 Take corrective action to make sure of best value for money

Actions might include re-planning activities, reorganising teams, reallocating resources, redesigning products and processes.

### Topic 2.4 Authorise expenditure within the scope of own authority

Consider reporting procedures within the organisation. Understand own responsibilities within the wider organisational framework.

## Learning outcome 3: Monitor budgets

### Topic 3.1 Record transactions as required

Ensure that transaction receipts are kept. Record these in appropriate books or retain for checking by the finance team/department. Record immediately and accurately.

### Topic 3.2 Produce information on performance against budget, when required

Carry out regular checks to ensure that the budget is on target. Check actual spend against budgeted expenditure. Maintain accurate records for inspection – receipts, cheque stubs, invoices, purchase orders, etc.

### Topic 3.3 Make sure all calculations are accurate

This might be achieved through spot checks, budget reconciliations or checking with colleagues.

### Topic 3.4 Record information that will help with the preparation of future budgets

Maintain ledgers and account books; retain order forms, receipts, invoices and purchase orders.

## Learning outcome 4: Report performance against budgets

### Topic 4.1 Explain the purpose and benefits of reporting information on performance against budget

This ensures money is spent responsibly and that expenditure is legitimate, helps to identify risk and potential budget variances and helps with future planning.

### Topic 4.2 Explain how to check the accuracy of budget calculations

Cross-checking, ensure all transactions are recorded, check expenditure against budget/assumptions, check with colleagues and management.

### Topic 4.3 Explain the purpose and benefits of recording information that will help with the future preparation of budgets

Helps you learn from previous experiences and to reduce uncertainties in budgeting; helps with continuous improvement and future performance.

## Unit 11 – Manage information for action

### What is this unit about?

This unit will provide the learner with the skills and knowledge required to efficiently manage information. The unit covers gathering the information needed, providing information and giving advice to others and holding meetings.

### Learning outcomes

	Learning outcome	Topic
1	Understand the requirements for gathering information	<p>1.1) Assess the effectiveness of current methods of gathering and storing information</p> <p>1.2) Know why gathering, validating and analysing information is important to the effectiveness of teams and the organisation and your role and responsibility in relation to this</p> <p>1.3) Know the types of qualitative and quantitative information</p> <p>1.4) Know how to gather the information you need for your job</p> <p>1.5) Know the types of problems that may occur when gathering information and how to deal with these</p> <p>1.6) Know how information is recorded and stored</p> <p>1.7) Know what procedures to follow to make recommendations to improve formal and informal systems and procedures</p>
2	Know how to inform and advise others	<p>2.1) Know how to give information and advice effectively – both orally and in writing</p> <p>2.2) Know how to develop and present a reasoned case when providing advice to others</p> <p>2.3) Know why it is important to confirm whether the recipient has understood the information and advice provided and how to do this</p> <p>2.4) Know the importance of seeking, encouraging and enabling feedback on the quality and relevance of the advice and information provided</p> <p>2.5) Understand the importance of providing information and advice to others, including team members, colleagues at all levels, managers, sponsors and people who are not part of the organisation or business</p> <p>2.6) Know the types of information and advice that others may require</p>

		<p>2.7) Know why it is important to check the validity of information and advice provided to others and how to do this</p> <p>2.8) Know the principles of confidentiality when handling information and advice and the types of information and advice that may be provided to different people</p> <p>2.9) Understand the organisation's policies, procedures and resource constraints that may affect advice and information given to others</p>
3	Know how to hold meetings	<p>3.1) Understand how to identify unhelpful arguments and digressions and strategies that could be used to discourage these</p> <p>3.2) Know the styles of leadership that can be used to run meetings and how to choose a style according to the nature of the meeting</p> <p>3.3) Understand the value and limitation of meetings as a method of exchanging information and making decisions</p> <p>3.4) Know when a meeting will be the most effective way of dealing with issues and what possible alternatives could be used</p> <p>3.5) Know why it is important to determine the purpose and objectives of a meeting and how to do this</p> <p>3.6) Know how to manage discussions so that the meeting's objectives are met within the time allocated</p> <p>3.7) Know how to determine who should attend a meeting</p> <p>3.8) Know what procedures to follow when calling meetings and preparing for them</p>
4	Gather the required information	<p>4.1) Take steps to ensure that the information gathered is accurate, sufficient and relevant to the purpose for which it is needed</p> <p>4.2) Take actions to overcome problems in gathering relevant information</p> <p>4.3) Accurately record and store information gathered</p> <p>4.4) Take steps to ensure that the information gathered is accessible to authorised people and is in the required format</p>

		4.5) Identify possible improvements to systems and procedures and pass these on to the relevant people
5	Inform and advise others	<p>5.1) Give information and advice in an appropriate form and manner for the recipient</p> <p>5.2) Give information in an accurate, current, relevant and sufficient manner</p> <p>5.3) Give information that is consistent with your organisation's policies</p> <p>5.4) Use reasoned arguments and appropriate evidence to support advice</p> <p>5.5) Check and confirm a recipient's understanding of the information and advice given</p> <p>5.6) Maintain confidentiality according to your organisation's requirements</p> <p>5.7) Seek feedback from recipients on the information and advice provided and use this feedback to improve the ways in which information and advice is given</p>
6	Hold meetings	<p>6.1) Hold meetings for people inside the organisation and for people outside the organisation</p> <p>6.2) Give sufficient notice of the meeting to allow the necessary people to attend</p> <p>6.3) Explain the purpose and objectives of the meeting at the start</p> <p>6.4) Discourage unhelpful arguments and digressions</p> <p>6.5) Ensure the meeting achieves its objectives within the allocated time</p> <p>6.6) Promptly give clear, accurate and concise information about outcomes of the meeting to those who need it</p>

## Learning outcome 1: Understand the requirements for gathering information

### Topic 1.1 Assess the effectiveness of current methods of gathering and storing information

Include details of:

- Who is gathering the information
- How competent they are
- Whether the information is accurate and up to date

Is the information being gathered using the latest methods and technologies? Is the information being gathered necessary, current and relevant (General Data Protection Regulations)?

### Topic 1.2 Know why gathering, validating and analysing information is important to the effectiveness of teams and the organisation and your role and responsibility in relation to this

This should include information such as measurements, pricing, transport and labour costs. Calculations on materials needed to minimise waste. Work schedules, customer specifications to set objectives.

### Topic 1.3 Know the types of qualitative and quantitative information

- **Qualitative** – Site plans, site features, structures and surfaces, information on services and suppliers, storage areas.
- **Quantitative** – Costs, numbers produced, weights, batch sizes, etc.

### Topic 1.4: Know how to gather the information you need for your job

Information could include data on site visitors, client and customer meetings, location of underground services, site plans, customer and supplier contact details, customer orders, quantities of materials needed and on site.

### Topic 1.5 Know the types of problems that may occur when gather information and how to deal with these

Types of problems could include sourcing supplies, dealing with changing customer demands, quality control issues, dealing with colleagues' problems, machinery issues, etc.

### Topic 1.6 Know how information is recorded and stored

Information could include staff and confidential information kept in locked cabinets or secured with a password. It is important to adhere to Data Protection regulations and that commercially sensitive information is only available to appropriate staff and management. File together information relating to the same order.

### Topic 1.7 Know what procedures to follow to make recommendations to improve formal and informal systems and procedures

Include formal meetings with all relevant staff – record recommendations and distribute as a notification; improvements to informal systems can be done by informal discussions, with relevant points being noted and taken forward to formal meetings for implementation.

## Learning outcome 2: Know how to inform and advise others

### **Topic 2.1 Know how to give information and advice effectively – both orally and in writing**

When giving advice orally, ask questions to check that the advice has been understood. When giving advice in writing, choose the most appropriate method, e.g. official letter, memo or email and then check that the information has been received and understood by all recipients.

### **Topic 2.2 Know how to develop and present a reasoned case when providing advice to others**

Includes how to structure the case/argument where the positives outweigh the negatives; ensuring that the advice is supported by good professional practice and is compliant with current legislation; ensuring that information is accurate, current, relevant and sufficient; understanding and avoiding potential conflicts of interest.

### **Topic 2.3 Know why it is important to confirm whether the recipient has understood the information and advice provided and how to do this**

Ensures that all are clear about the tasks they are doing, where to reduce the risk of mistakes and to optimise use of resources. Check that objectives are clear, ask questions and ask for input to important decisions and check clarity. This can be done informally or formally.

### **Topic 2.4 Know the importance of seeking, encouraging and enabling feedback on the quality and relevance of the advice and information provided**

Includes asking questions before the task begins; ensuring regular reporting; checking how tasks are progressing, how successful they were and if there were problems. Look at different ways of giving information to team members, which could include team meetings or gathering information from individuals on an informal basis.

### **Topic 2.5 Understand the importance of providing information and advice to others, including team members, colleagues at all levels, managers, sponsors and people who are not part of the organisation or business**

Ensure that all levels of staff and people exterior to the organisation are given the information relevant to their role, situation or relationship. Provide the right people with enough information to do their jobs, without overloading them, giving away commercially sensitive information or breaching Data Protection legislation.

### **Topic 2.6 Know the types of information and advice that others may require**

Includes information given to clients and customers. Sponsors may need details of work being carried out, what costs are involved and when the work is to be completed so that they can see the finished project.

### **Topic 2.7 Know why it is important to check the validity of information and advice provided to others and how to do this**

Check that advice is legal by consulting websites, manuals, legal texts and manufacturers' advice, as necessary.

### **Topic 2.8 Know the principles of confidentiality when handling information and advice and the types of information and advice that may be provided to different people.**

Legislation such as the Data Protection Act 1998 ensures that no personal information is given out about customers or members of staff. Ensure that members of staff are given enough information to complete the tasks and that customers or other contractors are not given commercially sensitive information appertaining to the company. Types of confidential information include details of other customers, accounts and sales figures; details of employees; or contracts currently being worked on elsewhere.

### **Topic 2.9 Understand the organisation's policies, procedures and resource constraints which may affect advice and information given to others**

This may include organisational procedures to protect documents and plans as copyright – even if they are produced by employees. Taking steps to ensure that personal information about members of staff is not given to other staff or customers. Not disclosing financial information or potential difficulties.

## **Learning outcome 3: Know how to hold meetings**

### **Topic 3.1 Understand how to identify unhelpful arguments and digressions and strategies that could be used to discourage these**

Encourage positive contributions and use these to formulate ideas to move the meeting forward. Have a prepared agenda that focuses attention to the tasks in hand. Encourage all present to play a positive part in the meeting. Involve all participants in meetings.

### **Topic 3.2 Know the styles of leadership that can be used to run meetings and how to choose a style according to the nature of the meeting**

Adopt an authoritative style for formal meetings, making them brisk and business-like. Adopt a more informal meeting style for less formal matters, where an open discussion is required to formulate ideas. Be positive and encourage participation from all. An agenda is essential to ensure that meetings have a purpose and achieve their aims.

### **Topic 3.3 Understand the value and limitation of meetings as a method of exchanging information and making decisions**

Ensure meeting discussions and decisions are recorded by way of formal minutes. The limitations of meetings are that there can be too many meetings and some staff members do not respond well in a formal meeting. Informal meetings can be more open and more staff may respond, but some team members respond better in a one-to-one situation. All meetings must develop action plans so that responsibility for achieving tasks is set, then feedback is given at the next meeting.

### **Topic 3.4 Know when a meeting will be the most effective way of dealing with issues and what possible alternatives could be used**

Meetings are effective when decisions are needed and there is open discussion. Alternatives could include one-on-one meetings, smaller discussions and focus groups.

### **Topic 3.5 Know why it is important to determine the purpose and objectives of a meeting and how to do this**

Meetings may be held to give information, for consultation and to make decisions. Meetings should have clear aims and objectives to ensure positive outcomes. The meeting must have a clear agenda beforehand, which looks at the current information available, utilises ideas generated and makes a clear decision at the end.

### **Topic 3.6 Know how to manage discussions so that the meeting's objectives are met within the time allocated**

Ensure the meeting has a clear agenda, which is circulated to members beforehand and then adhere to that agenda, allocating enough time for each section. Do not allow arguments to take place or for discussions to go off-track.

### **Topic 3.7 Know how to determine who should attend a meeting**

Invite the people for whom the decisions made in the meeting will be most relevant. Know whether there will be too many people attending, or if the necessary information can be passed down to the relevant people, sections or departments.



### **Topic 3.8 Know what procedures to follow when calling meetings and preparing for them**

Choose a meeting date that takes place when most of the possible attendees are available. Inform attendees of the time and date of the meeting and send out an agenda at least one week in advance. Do all the required research and put together information for each attendee, ensuring all information is up to date and accurate.

## **Learning outcome 4: Gather the required information**

### **Topic 4.1 Take steps to ensure that the information gathered is accurate, sufficient and relevant to the purpose for which it is needed**

Check by asking questions to ensure understanding. Gather written evidence in the most appropriate format – official letter, memo or email – and then check that the information has been received and understood by all recipients. Structure advice in a balanced way that is understood by the recipients.

### **Topic 4.2 Take actions to overcome problems in gathering relevant information**

For example, check information with work colleagues, manufacturers or suppliers. Further in-depth information can be gathered by using consultants or experts who are specialists in the area of required information.

### **Topic 4.3 Accurately record and store information gathered**

File together information relating to the same subject or area of business. Keep confidential information in locked cabinets or secure it with a password. Adhere to Data Protection regulations. Commercially sensitive information must only be available to appropriate staff and management.

### **Topic 4.4 Take steps to ensure that the information gathered is accessible to authorised people and is in the required format**

See Topic 4.3 above.

### **Topic 4.5 Identify possible improvements to systems and procedures and pass these on to the relevant people**

Improvements to systems can be done by having informal discussions, with relevant points being noted and taken forward to formal meetings for implementation. Improvements can also be suggested anonymously via surveys and suggestion boxes.

## **Learning outcome 5: Inform and advise others.**

### **Topic 5.1 Give information and advice in an appropriate form and manner for the recipient**

Give information and advice in a place, form and manner that is appropriate to the needs of the recipients. Give confidential information in a location that is away from other people. Speak to individuals regarding their performance in a suitable environment that is away from other team members. Be sympathetic when discussing personal issues.

### **Topic 5.2 Give information in an accurate, current, relevant and sufficient manner.**

Check that advice and information is accurate by consulting websites, manuals, legal texts, manufacturers and professionals, as necessary. Accuracy, currency and relevance is important to ensure that correct decisions are made and that standards are maintained.

### **Topic 5.3 Give information that is consistent with your organisation's policies**

Business essential information should be kept within the business. Ensure that confidential information is not shared inappropriately. Ensure that documents and plans are protected.

**Topic 5.4 Use reasoned arguments and appropriate evidence to support advice**

Structure the case/argument where the positives outweigh the negatives; ensure that the advice is supported by good professional practice and complies with current legislation. Ensure that information is accurate, current, relevant and sufficient.

**Topic 5.5 Check and confirm a recipient's understanding of the information and advice given**

Ensure everyone is clear about the tasks they are doing, where to reduce the risk of mistakes and how to optimise use of resources.

**Topic 5.6 Maintain confidentiality according to your organisation's requirements**

Ensure that no personal information is given out about customers or members of staff. Only provide enough information to complete the tasks. Do not give customers or other contractors commercially sensitive information. Keep all personal information securely filed. Types of confidential information include details of other customers, accounts and sales figures, details of employees or contracts currently being worked on elsewhere.

**Topic 5.7 Seek feedback from recipients on the information and advice provided and use this feedback to improve the ways in which information and advice is given**

Ask questions, ensure regular reporting and check how tasks are progressing. Check to see how successful tasks were and whether there were any problems. Look at different ways of giving information to team members, which could include team meetings or gathering information from individuals on an informal basis.

**Learning outcome 6: Hold a meeting****Topic 6.1 Hold meetings for people inside the organisation and for people outside the organisation**

Organise and chair a standard meeting with internal staff or outside invitees (staff, volunteers and representatives from other organisations), produce an agenda beforehand, ensure minutes are taken and circulate these to attendees after the meeting.

**Topic 6.2 Give sufficient notice of the meeting to allow the necessary people to attend**

Giving sufficient notice ensures that as many invitees as possible can attend. It also gives time to undertake research and ensure the attendees have all the necessary information.

**Topic 6.3 Explain the purpose and objectives of the meeting at the start**

Ensure the meeting has a clear agenda beforehand, which looks at the current information available, utilises ideas generated and makes a clear decision at the end.

**Topic 6.4 Discourage unhelpful arguments and digressions**

Encourage positive contributions and use these to formulate ideas to move the meeting forward. Have a prepared agenda that focuses attention on the tasks in hand. Involve all participants and encourage them to play a positive part in the meeting.

**Topic 6.5 Ensure that the meeting achieves its objectives within the allocated time**

Ensure that a clear meeting agenda has been circulated to members beforehand. Adhere to that agenda, allocating enough time for each section. Do not allow arguments to take place or for discussions to go off-track.

**Topic 6.6 Promptly give clear, accurate and concise information about outcomes of the meeting to those who need it**

Produce minutes and action points as a record of the decisions made during the meeting and send to all attendees and necessary managers.

# Unit C1 – Prepare and operate machinery and other equipment safely and efficiently

## What is this unit about?

This unit provides general principles and information on the operation and maintenance of land-based machinery and how this can be put into practice.

Learners will understand the purpose and operation of land-based machinery, how these items of machinery are maintained and what personal protective equipment (PPE) is necessary. Learners will also develop knowledge relating to legislation and industry best practice guidance for land-based machinery.

Finally, learners will know how to safely use and maintain machinery and consider the conditions under which machinery might operate.

## Learning outcomes

	Learning outcome	Topic
1	Understand the purpose and operation of landbased machinery	1.1) Know the current legislation and industry guidance relating to machinery 1.2) State the purpose and operation of land-based machines
2	Prepare machinery for use in the landbased sector	2.1) Prepare selected land-based machinery in line with manufacturers' instructions 2.2) Carry out pre-use checks for selected machinery in line with manufacturers' recommendations 2.3) Identify common faults and suggest appropriate remedial action 2.4) Check and report on the safety requirements for selected machinery in accordance with manufacturers' guidance
3	Operate land-based machinery	3.1) Carry out risk assessments 3.2) Identify ways to reduce the environmental impact of using selected land-based machinery 3.3) Operate land-based machinery 3.4) Carry out post-operation procedures

## Learning outcome 1: Understand the purpose and operation of land-based machinery

### Topic 1.1 Know the current legislation and industry guidance relating to machinery

Learners should know and understand the importance of legislation and industry best practice relating to the purpose and operation of land-based machinery. Such legislation may include:

- Provision and Use of Work Equipment Regulations (PUWER) 1998
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Personal Protection Equipment (PPE) at Work Regulations 1992
- Environmental Protection Act 1990
- Wildlife and Countryside Act 1981
- Control of Noise at Work Regulations 2005
- Control of Vibration at Work Regulations 2005
- Lifting Operations and Lifting Equipment Regulations 1998

### Topic 1.2 State the purpose and operation of land-based machines

Learners will understand the purpose, operation and working principles/limitations of selected land-based machinery. This may include:

- Whether the machinery is self-propelled, trailed, tractor-mounted, purpose-built or pedestrian
- Power source (electric, battery, spark or compression ignition, hydraulic etc)
- Drive and transmission systems
- Cutting mechanisms
- Loading capacity
- Range
- Terrain suitability
- Safety features

## Learning outcome 2: Prepare machinery for use in the land-based sector

The learner will show that they have the ability to prepare for work machines that are specific to their area of study. Manufacturers' instructions, user manuals or machinery handbooks must be available for learners. Learners should be able to do this for three different machines.

### Topic 2.1 Prepare selected land-based machinery in line with manufacturers' instructions

Working in accordance with manufacturers' instructions, user manuals or machinery handbooks, prepare selected land-based machinery for work.

### Topic 2.2 Carry out pre-use checks for selected machinery in line with manufacturers' recommendations

Working in accordance with manufacturers' instructions, user manuals or machinery handbooks, carry out pre-use checks on selected land-based machinery.

### **Topic 2.3 Identify common faults and suggest appropriate remedial action**

Common problems that might be identified include:

- Fuel issues – incorrect, polluted, insufficient
- Blocked filters
- Oil pressure issues
- Damaged components
- Damaged or blunt blades
- Fouled or incorrectly set up spark plugs
- Blocked mechanisms
- Starter recoil tension

### **Topic 2.4 Check and report on safety mechanisms**

Working in accordance with manufacturers' instructions, user manuals or machinery handbooks, check and report on the safety requirements for the selected equipment.

Know where and to whom to report problems.

## **Learning outcome 3: Operate land-based machinery**

This unit should be delivered through supervised practical training and should reflect use in a realistic work environment. Assessment should only take place after the learner has had sufficient time to develop the necessary operational skills. While the learner is not required to transport machinery, they should be aware of any transport requirements.

### **Topic 3.1 Carry out risk assessments**

Undertake a risk assessment for the machinery in accordance with the Health and Safety at Work Act 1974.

### **Topic 3.2 Identify ways to reduce the environmental impact of using selected land-based machinery**

Learners will show how to minimise environmental damage/impact in relation to:

- Fuel and oil spillages
- Emissions
- Soil stability
- Protected species
- Appropriate waste disposal
- Watercourses

### **Topic 3.3 Operate land-based machinery**

Safely and efficiently operate specialist land-based machinery and demonstrate the following:

- Undertaking an appropriate risk assessment
- Adhering to safety guidance
- Following the operator's manual
- Monitoring machinery performance
- Communicating effectively
- Clearing any blockages
- Converting between work and storage positions (where appropriate)
- Safe, efficient and economic operation

### **Topic 3.4 Carry out post-operation procedures**

Learners will carry out post-use operations, to include:

- Cleaning
- Inspecting for and reporting any damage or defects
- Lubrication
- Storage
- Security

# Unit H1 – Maintain and develop personal performance

## What is this unit about?

This unit will provide the learner with the knowledge and skills to agree and develop their own personal performance with an appropriate person.

The learner will maintain and develop personal performance with regards to working to targets and completing specific tasks.

## Learning outcomes

	Learning outcome	Topic
1	Maintain personal performance	1.1) Identify current competence and areas for development using relevant techniques and processes 1.2) Carry out work in accordance with responsibilities and organisational requirements
2	Develop personal performance	2.1) Agree personal performance and targets with an appropriate person 2.2) Review performance and progress regularly and use the outcome to plan future development activities 2.3) Seek advice from an appropriate person if clarification of specific tasks is required 2.4) Seek constructive feedback and advice from others and use it to help maintain and improve performance
3	Know how to develop personal performance	3.1) State own limits of responsibility in relation to specific tasks and activities 3.2) State who to obtain advice from in relation to specific tasks and activities 3.3) List the correct procedures for obtaining advice 3.4) State the risks involved in not obtaining advice when specific tasks and activities are unclear 3.5) Describe how to determine and agree development needs and personal targets 3.6) State why personal performance should be reviewed

## Learning outcome 1: Maintain personal performance

### **Topic 1.1 Identify current competence and areas for development using relevant techniques and processes**

May include certificates of competence, previous qualifications, references from previous employers, appraisals, training programmes, team discussions, demonstrations in the work environment, etc.

### **Topic 1.2 Carry out work in accordance with responsibilities and organisational requirements**

Carry out duties according to own work programme and the organisation's requirements. Discuss new areas of work with line managers or supervisors. Clarify precise duties and needs in discussions with line managers. Maintain appropriate records to evidence actions taken. Discuss role with line managers and act on appropriate and relevant feedback.

## Learning outcome 2: Develop personal performance

### **Topic 2.1 Agree personal performance and targets with an appropriate person**

In discussions with line managers and/or supervisors, establish your aims and objectives (or goals); i.e. what you want to achieve or where you want to go in the short, medium or long-term in your career. Assess your current position and identify needs for improving skills, knowledge or competence.

### **Topic 2.2 Review performance and progress regularly and use the outcome to plan future development activities**

Agree performance-related reviews with manager. Annual appraisals and more regular review meetings.

To an extent, achievement of this topic will depend on the organisation's processes.

### **Topic 2.3 Seek advice from an appropriate person if clarification of specific tasks is required**

Provide evidence/records (verbal or in writing) of times when advice or guidance has been sought – particularly with reference to development plans agreed as part of Topic 2.1.

### **Topic 2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance**

Evidence of occasions when feedback has been sought and given may come from a formal write up of performance plans and assessments, or more informal evidence from colleagues and line managers.



## Learning outcome 3: Develop personal performance

### **Topic 3.1 State own limits of responsibility in relation to specific tasks and activities**

Know and understand your responsibilities from your job description and be able to relay these.

### **Topic 3.2 State who to obtain advice from in relation to specific tasks and activities**

Appropriate people may include line managers, colleagues, technical experts, veterinarians and other specialists/appropriately qualified people.

### **Topic 3.3 List the correct procedures for obtaining advice**

Understand the organisation's procedures for obtaining advice. Understand organisation's hierarchy. Know the roles and experience of colleagues and managers. Know where to obtain expert advice if needed – technical manuals, specialists, etc.

### **Topic 3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear**

Be able to state the risks to the individual, livestock and the business if tasks are not carried out correctly. Know to always seek advice if unsure about any particular task or part of task.

### **Topic 3.5 Describe how to determine and agree development needs and personal targets**

This will include one-to-ones, appraisals and performance reviews with managers and supervisors.

### **Topic 3.6 State why personal performance should be reviewed**

Ensures that targets are set and met. Can motivate individuals. Ensures that an individual's performance is helping to achieve their own goals and those of the organisation. Can identify areas that need improvement and training needs. Provides an opportunity to assess future goals.

## Unit H2 – Communication

### What is this unit about?

This unit will provide the learner with the knowledge, understanding and skills required to communicate information within the workplace.

### Learning outcomes

	Learning outcome	Topic
1	The principles and techniques of work-related communication	1.2) The importance of clear and unambiguous communication 1.3) Different forms of communication aids and their uses 1.4) The value of effective and timely communication in customer care
2	Communicate work-related information	2.1) Communicate with others, including team, clients, the public and colleagues 2.2) Use basic IT systems when communicating

### Learning outcome 1: The principles and techniques of work-related communication

#### Topic 1.1 The importance of clear and unambiguous communication

Know the communication techniques used to gain and maintain the attention and interest of an audience.

Understand the purposes of communication to:

- Exchange information
- Make or confirm arrangements
- Persuade staff or customers
- Make plans
- Develop skills and knowledge
- Build or maintain relationships
- Delegate tasks to team
- Advise team when performing well or under-performing

Know:

- The level of detail that may be required and the need for clarity
- The importance of confirming information and why this should be acknowledged and accurately recorded
- The importance of explaining to others the level of confidence that can be placed on the information being communicated
- The relevant legislation in receiving and sending information

## **Topic 1.2 Different forms of communication aids and their use**

Know:

- The different methods for communicating information and the ways it may need to be adapted to suit the audience
  - Written, e.g. letters, reports
  - Electronic, e.g. emails, texts
  - Verbal, e.g. telephone calls
  - Face-to-face, e.g. meetings, presentations
  - Distance, e.g. video conferencing
- The principles of effective written, verbal and IT communications in a business environment
- The advantages and disadvantages of different methods of communication for different purposes

## **Topic 1.3 The value of effective and timely communication in customer care**

Understand:

- The importance of effective communication in customer service
- How tone of voice, choice of expression and body language can affect the way customers perceive their experience
- Why 'customer service language' is used
- Verbal and non-verbal signals that show how a customer may be feeling
- The types of information needed when communicating verbally with customers
- When information may be required urgently
- Why it is important to take messages accurately and the potential effects of not doing so
- The situations in which confidentiality must be maintained
- The importance of handling customer complaints

## Learning outcome 2: Communicate work-related information

### Topic 2.1 Communicate with others, including team, clients, the public and colleagues

Be able to:

- Identify the information to be communicated
- Confirm that the audience is authorised to receive the information
- Provide accurate information using an appropriate communication method, e.g. verbally, in writing, etc.
- Communicate in a way that the listener can understand, using language that is appropriate to the topic
- Confirm that the listener has understood what has been communicated
- Communicate with people clearly, concisely and professionally
- Use correct grammar, spelling, sentence structure and punctuation in written communications
- Pass on messages accurately, receive and forward on information
- Identify customers' wants and priorities
- Listen 'actively' to what people are saying
- Use a tone of voice and expression that reinforces messages when communicating
- Use language that reinforces empathy with people
- Adapt a response in accordance with peoples' changing behaviour
- Provide information and advice that meets customers' needs
- Maintain organisational standards of behaviour and communication when interacting with people
- Check that people have understood what has been communicated
- Adhere to organisational policies and procedures, legal and ethical requirements when communicating verbally with people
- Escalate any problems that cannot be resolved by yourself

### Topic 2.2 Use basic IT systems when communicating

- Use IT for checking/monitoring works carried out by the team, which might include handheld devices/computer software
- Use mobile phones for making calls
- Send/receive emails

## Unit H3 – Establish and maintain effective working relationships with others

### What is this unit about?

This unit will provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and cooperation.

The learner will establish and maintain effective working relationships with colleagues, supervisors and managers and persons external to the team, department or organisation.

### Learning outcomes

	Learning outcome	Topic
1	Maintain working relationships with others	1.1) Identify opportunities to improve working practices with the appropriate person 1.2) Carry out activities requiring cooperation with others, in accordance with required procedures 1.3) Communicate with others in a way that promotes effective working relationships 1.4) Keep others informed about work plans or activities that affect them 1.5) Seek assistance from others without causing undue disruption to normal work activities 1.6) Respond in a timely and positive way when others ask for help or information
2	Understand why good working practices are important	2.1) State why good working relationships are important 2.2) Suggest ways in which good working relationships can be maintained 2.3) State the methods of dealing with disagreements within the workplace 2.4) Describe own level of responsibility in relation to dealing with disagreements 2.5) State why effective communication is important

### Learning outcome 1: Maintain working relationships with others

#### Topic 1.1 Identify opportunities to improve working practices with the appropriate person

Identify and suggest ways in which the business might improve the way things are done; think about health and safety issues, ways to improve animal welfare, ways in which things can be done more efficiently or with improved cost effectiveness. Work closely with managers and colleagues to implement changes and agree on solutions.

**Topic 1.2 Carry out activities requiring cooperation with others, in accordance with required procedures**

Where agreed, implement the changes, working closely with colleagues, outside organisations and other suppliers, as appropriate.

**Topic 1.3 Communicate with others in a way that promotes effective working relationships**

Listen attentively and actively to others. Speak clearly and ensure that others understand your message. Demonstrate competence in a variety of communication methods: speaking, writing, email, etc.

**Topic 1.4: Keep others informed about work plans or activities that affect them**

Ensure effective and timely communication of activities. Tell others of work plans that involve or affect them.

**Topic 1.5 Seek assistance from others without causing undue disruption to normal work activities**

Be aware that when you need to ask for help or assistance for a task, this should be in line with policies or to ensure your safety in the workplace. Communicate with colleagues and work across departments or teams where necessary.

**Topic 1.6 Respond in a timely and positive way when others ask for help or information**

Show understanding and respect the needs of others when they ask for assistance. Respond appropriately, in a timely fashion.

**Learning outcome 2: Understand why good working practices are important**

**Topic 2.1 State why good working relationships are important**

Build trust and improve efficiency and performance in the workplace.

**Topic 2.2 Suggest ways in which good working relationships can be maintained**

Honesty, trust, good communication, respecting and recognising the contribution of others, responding to the needs of customers and suppliers.

**Topic 2.3 State the methods of dealing with disagreements within the workplace**

Business policies, take responsibility, understand the position of others, seek the contribution of a third party, arbitration, mediation.

**Topic 2.4 Describe own level of responsibility in relation to dealing with disagreements**

Understand your position and level within the organisation's hierarchy.

**Topic 2.5 State why effective communication is important**

Helps achieve goals and maintain strong working relationships at all levels of an organisation. Clear lines of communication help build trust and improve morale. Effective communication between colleagues will help reduce the likelihood of workplace misunderstandings and conflict.