

Unit IMPQI238 (J5NE 04) Provide Coaching and Mentoring for Improvement in Food Operations

I confirm that the evidence detailed in this unit is my own work.

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| **Candidate’s name** |  | **Candidate’s signature** |  | **Date** |
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I confirm that the candidate has achieved all the requirements of this unit.

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| **Assessor’s name** |  | **Assessor’s signature** |  | **Date** |
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| **Countersigning — Assessor’s name****(if applicable)** |  | **Countersigning — Assessor’s signature****(if applicable)** |  | **Date** |
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I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| **Internal verifier’s name** |  | **Internal verifier’s signature** |  | **Date** |
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| **Countersigning — Internal verifier’s name****(if applicable)** |  | **Countersigning — Internal verifier’s signature****(if applicable)** |  | **Date** |
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| **External Verifier’s initials and date (if sampled)** |  |

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| **Unit overview** |
| This standard is about the skills and knowledge needed for you to provide coaching and mentoring to support your organisation's drive to improve food operations. Coaching and mentoring of individuals within teams and the organisation is integral to increasing productivity and success of manufacture, processing and supply within the food supply chain.  |

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| **Sufficiency of evidence** |
| There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment. |

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| **Performance criteria** |
| **What you must do:** |
| There must be evidence for **all** Performance Criteria (PC). |
| **Develop a coaching and mentoring process** 1. Choose a coaching style that meets the needs of your organisation and is at a pace and manner which is appropriate to learners
2. Identify resources and facilities needed to perform in your role as a mentor
3. Identify possible additional mentors to meet potential coaching needs
4. Locate sources of information and support to help in your role as a mentor
5. Agree how you will keep to the policy for mentoring in your organisation with the relevant personnel
6. Organise when, where and how often the mentoring sessions should take place in accordance with mentoring needs and the improvement plan
7. Provide information, documents and activities to help learners in the mentoring process
8. Identify possible barriers to learning in an improvement culture

**Set up the mentoring and coaching process** 1. Discuss the roles, expectations and boundaries of the mentoring process and include how progress and problems will be reviewed in accordance with procedures
2. Agree the aims of the mentoring process and the support the learner in development in accordance with the improvement plan
3. Inform learners about the resources available to support coaching in accordance with the improvement plan

**Provide coaching and mentoring** 1. Help learners build confidence, take increasing responsibility and to look at issues in an informed and unbiased way
2. Enable learners to practice skills and apply knowledge in the workplace, and include different learning opportunities
3. Give learners honest and constructive feedback on the learning experience and the outcomes achieved
4. Help learners discuss ideas and concerns affecting their learning experience in the workplace in accordance with the improvement plan
5. Discuss with learners how and when the mentoring process should come to an end and how development and training could continue in accordance with the improvement plan
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| **Evidence reference** | **Evidence description** | **Date** | **Performance criteria** |
| **What you must do** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** |
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| **Knowledge and understanding** | **Evidence reference****and date** |
| **What you must know and understand** |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). |
| 1 | Your organisation's improvement vision, strategy and objectives |  |
| 2 | The importance of coaching and mentoring in delivering the improvement plan and objectives |  |
| 3 | Your organisations policy in providing coaching and mentoring |  |
| 4 | How to identify potential mentoring activities that can support your organisations training programme |  |
| 5 | How to monitor the effectiveness of the mentoring process |  |
| 6 | The importance of using good practice in your mentoring role to support your organisations drive for improvement |  |
| 7 | Why it is important to involve other people in the workplace in mentoring |  |
| 8 | How to identify and secure resources and facilities needed for the mentoring process |  |
| 9 | Why it is important to know the expectations of your own role, the mentoring scheme and your organisation |  |
| 10 | The importance of appreciating different learners needs and styles of learning |  |
| 11 | How to establish an open and truthful relationship with your learner |  |
| 12 | How to provide practical support to the learner including time, materials and activities |  |
| 13 | How to motivate learners and keep their enthusiasm and commitment |  |
| 14 | Why it is important to identify possible barriers to learning |  |
| 15 | How to check learners understanding and progress |  |
| 16 | The importance of keeping information confidential |  |
| 17 | The challenges and barriers to coaching and mentoring learners who feel uncertain about dealing with change and improvements |  |

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# Supplementary evidence

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| **Evidence** | **Date** |
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| **Assessor feedback on completion of the unit** |
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