

Candidate Support Pack

SVQ in Food Manufacture

# Work effectively with others in food manufacture

Unit F2S7 04



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## History of changes

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## Introduction

### *About this pack*

Welcome to the candidate support pack for Unit F2S7 04: Work Effectively with Others in Food Manufacture. This is one of the Optional Units of the SVQ in Food Manufacture at SVQ level 2. This pack will help you to develop your knowledge and skills to meet the requirements of the Unit.

The pack is divided into four sections. Section 1 covers the performance outcomes, Section 2 the knowledge outcomes, Section 3 sample questions and answers, and Section 4 the evidence requirements of the Unit. Throughout the document you will see references to K numbers — these relate directly to the knowledge requirements

We hope that you enjoy using this pack and that you find it informative.

### *Information about the SVQ in Food Manufacture*

The SVQ in Food Manufacture level 2 is a nationally recognised qualification, and has been developed by SQA and Improve, the Sector Skills Council for Food and Drink Manufacture. To achieve the full SVQ in Food Manufacture at level 2 you will need to successfully achieve the following mandatory Units:

<b>SQA code</b>	<b>Unit title</b>	<b>Improve code</b>	<b>SCQF level</b>	<b>SCQF credit</b>
F2MD 04	Maintain Workplace Food Safety Standards in Manufacture	206	5	6
F2MB 04	Maintain the Workplace and Health and Safety in Food Manufacture	207	5	6

Support packs have been produced for both mandatory Units.

This pack covers the optional Unit Work Effectively with Others in Food Manufacture (5 SCQF credit points at SCQF level 5<sup>1</sup>). It is one of six optional Units you will need to achieve the SVQ.

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<sup>1</sup> The SCQF provides the national common framework for describing all relevant programmes of learning qualifications in Scotland. The level a qualification is assigned within the framework is an indication of how hard it is to achieve. There are 12 levels, from level 1 for Access 1 through to level 12 for doctorates. For further information on the level and credit rating see the Unit specification. For further information on SCQF go to [www.scqf.org.uk](http://www.scqf.org.uk).

The SVQ in Food Manufacture includes a wide range of optional Units to choose from. Your assessor will be able to advise you of the best optional Units to suit your job role.

## **Core Skills**

Completion of Unit F2S7 04, Work Effectively with Others in Food Manufacture, provides opportunities for developing Core Skills in *Problem Solving* and *Working with Others* at Intermediate 2.

The *Working with Others* Core Skill Unit is about working co-operatively with others on a workplace activity and/or activities which involve non-routine interactions.

On completion of the Unit Work Effectively with Others in Food Manufacture, you will be able to show that you have experience of working co-operatively with others in the workplace, for example working with colleagues to carry out an activity, taking part in a skills competition with your workmates, etc.

### ***Information about this Unit***

This Unit is about working effectively with others in a food manufacturing environment. You will probably be working as part of a team and you will need to work together to complete work activities. You will need to make use of communication skills in giving and receiving information to others in the team and make suggestions on how to improve the work activities.

In order to be assessed as competent you must demonstrate to your assessor that you can consistently perform to the requirements set out below. Your performance evidence must include at least one observation by your assessor.

You must be able to:

- work within a team to complete work activities
- give and receive information to others in the team
- work with the team to improve the way work is done

## Section 1: Performance requirements

To complete this Unit you need to show that you can work effectively with others in a food manufacturing environment. You will probably be working as part of a team and you will need to work together to complete work activities. You will need to make use of communication skills in giving and receiving information to others in the team and make suggestions on how to improve the work activities.

In order to be assessed as competent you must demonstrate to your assessor that you can consistently perform to the requirements set out in the 'standards' — see below for details.

Your performance evidence must include at least one observation of you carrying out your normal work by your assessor.

### **1 Works within a team to complete work activities**

a) Work with others to meet team, business and your own objectives

Objectives may include:

- production schedules and targets
- improving your own or others' skills and knowledge

b) Make positive suggestions to improve work activities

These may include:

- suggesting a new or alternative method or procedure to improve or enhance activities
- demonstrating a new or alternative method or procedure to improve or enhance activities

c) Provide assistance to other team members in a helpful and willing manner when appropriate, using your own initiative

This may include:

- identifying when team members require help or guidance
- giving instruction or advice to help overcome difficulties in a positive and helpful manner

- d) Respond positively and helpfully to suggestions made by colleagues for the organisation of work

This may include:

- taking on board suggestions in a positive manner
  - ensuring you take their ideas seriously
  - discussing ideas to fully understand what is being suggested and how it will affect operations, and your part in this
  - encouraging others to make suggestions on ways to improve performance
- e) Deal with differences of opinion in ways that do not cause offence
- Ensure that all team members' points of view are taken on board in a positive manner.
- f) Respect the opinions and beliefs of colleagues from different ethnic and religious backgrounds to your own
- Understand and respect that other people's views are valid, and that their social background and beliefs have a bearing on everybody's views.

## ***2 Gives and receives information to others in the team***

- a) Check that you have the correct instructions for your work and you understand what is required of you and the team
- Check and understand the instructions required to carry out the task and what part each team member plays in completing the task efficiently.
- b) Actively seek information to help you complete your work effectively
- Confirm with your supervisor any part of the task which is giving, or may give, you problems to ensure that the task is carried out efficiently.
  - Seek expert advice on problems outside your authority.
- c) Give up-to-date, relevant, and accurate information and advice to others on request
- Ensure that any advice or information that you give is what is asked for and is accurate and up to date.
- d) Give information which will help others to achieve team work tasks
- Supply others with advice and information which they will benefit from, enabling them to complete their part of the task and improve their contribution.

### **3 Works with the team to improve the way work is done**

- a) Let the appropriate person know when tasks cannot be completed
  - Ensure that appropriate team members or supervisors are aware of any problems that arise that prevent completion of the task.
  
- b) Look for ways to improve the way work is organised
  - Assess the way the task is organised to identify ways to improve efficiency.
  
- c) Make suggestions about how work could be organised
  - Suggest improvements to the way the task is organised to improve efficiency.
  - Suggest new ways of working which could cut the time taken to complete the task.

The following activity sheets may help you when planning, carrying out, and reviewing a task.

### **Task 1 – Planning**

Candidate's name	
The names of the other team members	
Team activity	
My notes on possible tasks and roles involved in this activity	
Detail tasks in order to be carried out	
Agreed tasks and roles involved in this activity	

The tasks or roles I would prefer (with reasons why I would prefer them)			
Other peoples' strengths and experience			
Other peoples' limitations			
Other things I need to take account of			
Notes of team discussion:			
<b>Candidate's signature</b>		<b>Date</b>	
<b>Assessor's signature</b>		<b>Date</b>	
<b>Internal verifier signature (if sampled)</b>		<b>Date</b>	

***Tasks 2 and 3 – Planning and carrying out the task***

Work plan/log				
Candidate's name				
Description of task	Planned start date/time	Planned completion date/time	What's involved	Progress log and comments

<b>Candidate's signature</b>				<b>Date</b>
<b>Assessor's signature</b>				<b>Date</b>
<b>Internal verifier's signature (if sampled)</b>				<b>Date</b>

***Task 3 – Review and evaluate***

Candidate's name		
Task to be reviewed	Result	What I would do next time

<b>Candidate's signature</b>		<b>Date</b>	
<b>Assessor's signature</b>		<b>Date</b>	
<b>Internal verifier's signature (if sampled)</b>		<b>Date</b>	

### ***Observation checklist***

The performance outcomes for this Unit are very practical and as such are likely to be assessed through observation of you undertaking normal working duties.

The observation checklist on the next page can be used by assessors to record evidence of you carrying out tasks that reflect the required performance of the Unit. This checklist has been provided as an example. Assessors can adapt it, use it as it is, or devise their own checklist.

### Observation Checklist – Work Effectively with Others in Food Manufacture (202)

<b>Candidate's name</b>			
<b>Assessor's name</b>		<b>Date</b>	
<p><b>Assessment overview</b></p> <p>Please give details of what was observed and the date the observation took place:</p>			
<b>Candidate activity</b>		<b>Assessor confirm</b>	<b>Evidence/comments etc</b>
How did the candidate:			
Work within a team to complete work activities			
1a	Work with others to meet team, company, and your own objectives		
1b	Make positive suggestions to improve work activities		
1c	Provide assistance to other team members in a helpful and willing manner when appropriate using own initiative		
1d	Respond positively and helpfully to suggestions made by colleagues for the organisation of work		
1e	Deal with differences of opinion in ways that do not cause offence		
1f	Respect the opinions and beliefs of colleagues from different ethnic and religious backgrounds to your own		

Gives and receives information to others in the team			
2a	Check you have the correct instructions for your work and you understand what is required of you and the team		
2b	Actively seek information to help you complete your work effectively		
2c	Give up-to-date, relevant, and accurate information and advice to others on request		
2d	Give information that will help others to achieve team work tasks		
Works with the team to improve the way work is done			
3a	Let the appropriate person know when tasks cannot be completed		
3b	Look for ways to improve the way work is organised		
3c	Make suggestions about how work could be organised		
Record feedback given on the assessment plan and any review notes.			
<b>Candidate's signature</b>		<b>Date</b>	
<b>Assessor's signature</b>		<b>Date</b>	
<b>Internal verifier's signature (if sampled)</b>		<b>Date</b>	

## Section 2: Knowledge requirements

This section provides background information for the knowledge and understanding requirements. At appropriate points, you will see reference to the K numbers. These numbers link directly to the knowledge requirements of the National Occupational standards, specified by Improve.

### *Identifying targets and providing information (K1, K9)*

To work effectively, it is very important that everyone knows what they should be doing, when they should be doing it, and to what standard they should be doing it.

All this is recorded in a work plan or schedule. This is drawn up before commencing work and is a document to which everyone can relate. A work plan or work schedule usually covers:

- timescales and deadlines
- the people involved
- targets and objectives
- the standards to be worked to
- anything special or different to normal working practices

Within the company, it is important that everyone works efficiently together to meet common objectives and targets. This often involves providing advice and information to colleagues and line leaders/supervisors. Some of the occasions when you might need to give advice or information to a colleague could include:

- problems with equipment
- problems with quality
- information about changes to work

If you did not give suitable advice or information to a colleague, this could lead to:

- misunderstanding
- poor relationships and team working
- wasted production
- damage to machinery
- unacceptable quality
- drop in health, safety, and hygiene standards

### **Activity 1**

How can you offer useful advice and help when planning?

Why is it important to do so?

### ***Communicating with others (K6, K10, K11, K12)***

In your work, you will normally communicate with your colleagues and line leader/supervisor verbally. To avoid any misunderstandings and communicate effectively, you must remember to use:

- clear, natural speech
- modulated tone
- accurate pronunciation
- correct use of grammar
- politeness

### **Activity 2**

Why is it important to communicate relevant information to the appropriate person?

How would you deal with differences of opinion without causing offence?

Why is it important to show respect for colleagues?

How do you do it?

Why is it important to refer unresolved difficulties to the appropriate person?

It would be useful to record this information in a diary/log book/worksheet. Work activities would involve you in planning, doing and reviewing. Examples of recording documents for these activities are provided in section 1.

## *Your company and you (K1, K2)*

Do you remember your first day at school?

There were new people to meet, your teachers and other pupils. Some of them may have become your friends.

You had to be told:

- where your classroom was
- where the dinner hall was
- where the toilets were
- when you would be allowed to play outside
- the times school started and finished
- who to go to if you had a problem

You may have been nervous, shy and a bit unsure, or very confident and looking forward to the experience very much.

Starting work for the first time or joining a new company can make you feel a bit like you did on your first day at school.

There is a lot to learn in a very short time.

If it is a positive experience, there is a good chance that you will find your job enjoyable and take a pride in your work and that of your team.

When you started work with your company, you will have been given an **induction**.

This will have given you a lot of information about:

- the company
- what it manufactures
- the names of the people with special responsibilities
- where you will be working
- special rules that you will have to follow
- pay day
- holiday entitlement

This is just a short list of the things you would have been told. You may have been given a booklet with all the information for you to read later.

After the induction, you may have been given a factory or site tour, and shown where you would be working. You may have been introduced to your team.

### **Activity 3**

How much do you remember about your induction?

How much do you remember about your hygiene induction?

How much do you remember about your health and safety induction?

### ***The structure of your organisation (K1, K4)***

It is important to know where you fit into the company and what your responsibilities are.

Take a moment to answer the questions in Activity 4.

#### **Activity 4**

Who is your line manager or supervisor (the person you report to every day)?

What are the names of the other people you work with (your colleagues)?

What about other people you work with (people in other teams, departments or shifts)?

What are the names of other people in the company?

Your head of organisation, eg managing director, company manager, company director or chief executive?

Your personnel or human resources manager

Your health and safety manager

Your work area manager

Your union representative (if any)

Your first aider

## ***Your job and responsibilities (K4, K6)***

Your first day with the company was probably very strange and tiring. You met many new people and had to learn your way around, just like your first day at school.

There were many things you had to learn and understand:

- the job you were taking on
- what you would be expected to do
- the order in which tasks had to be done
- who was in charge
- who to tell if you could not complete your work in the time allowed

### **Activity 5**

What is your job title?

What tasks do you do every day?

What tasks do you do every week?

What other jobs are you trained to do?

What new skills did you have to learn to do your job?

Who taught you these new skills?

You may have had to learn new words in the workplace. These are called 'jargon'.

They may be code words for products or ingredients.

Tools and equipment may be called by different names to those you knew before.

All this learning takes time. A lot of information was being given to you, which you had to understand quite quickly.

If you did not understand what you were being told, then you would not have been able to work properly.

### **Activity 6**

What types of information did you receive to allow you to do your job?

What did you do if you didn't understand the information you had been given?

You might have become unhappy and left the company, simply because you did not understand.

### ***Becoming part of the team (K3, K5, K11, K12)***

A team will not work properly unless everyone understands what they have to do and works together. Making good working relationships with other people takes time. You have to learn to trust and respect each other. If a group of people have worked together for a long time, it might be difficult for them to accept a newcomer.

The best way for a new team member to become accepted is to:

- show respect for others

Other people have been in the team longer than you and have knowledge and experience that you have to learn. Being respectful to them means that they will share this with you willingly and be more prepared to welcome you into the team.

- be polite

Good manners go a long way to becoming accepted into a team. The use of bad language and a 'know-it-all' attitude do not win friends and influence people in a positive way.

- watch and listen

You can learn a lot by keeping your eyes and ears open. It will stop you interrupting others at work and asking questions that you could answer for yourself.

- ask for help, if you need it, from the right person

You may have been put with a special person when you started work, who will have trained you and shown you how to do the job. But what happens if they are off? You must know the right person to go to if you have a problem with the work you have been asked to do. If you ask the wrong person, you may be given the wrong information or shown other people's bad habits.

- be willing to give help if you are asked

Show you are willing to help others, if you are able to do so. Be prepared to help others and do not wait to be asked if you see someone struggling. Being willing to help the team to perform well will help to make you accepted quickly.

- tell people in good time if you cannot finish work you have been asked to do

No one will expect you to work at the same speed as others when you start work. It is important that you let the rest of the team know *in good time* if you are struggling to complete your work in the given time, and ask for help. Asking for help when you need it is as important as helping others. Remember, you are part of a team.

- do not gossip or talk about others behind their backs

This is important. Think how you would feel if others were talking about you. Never say anything about someone else that you would not say to his or her face. Picking on someone like this could be classed as bullying. It makes the person unhappy, depressed and could make them give up their job. No one in the workplace has the right to do this. Bullying is classed as a disciplinary offence.

### **Activity 7**

What would you do if you thought someone in your team was being bullied?

### ***Welcoming new team members (K5, K6, K7)***

Remember how you felt when you started work, and how much easier it was to settle in when others were friendly and helpful to you.

Try to do the same for anyone else who joins the team after you. Make them feel welcome, and give them the information they need, especially if they are too shy to ask.

Ask them if they know what the routine is, and where the canteen and toilets are. It will save them the embarrassment of asking and help to build up a friendly atmosphere.

It will also help you to build up your own skills in dealing with others and make your job more satisfying.

#### **Activity 8**

How would you make a new team member feel welcome?

What type of information would you give a team member?

Why is it important to share opinions and information with team members?

What may happen if you do not share your opinions?

A new start will make mistakes from time to time. If you shout at them and say 'That's all wrong. Get out of my way and I'll do it properly', they will not learn anything and probably get very upset.

Always start by saying something about what they have done right.

Then go on to the problem. Ask them what they think has happened. This will show you how much they have understood of their training.

Explain carefully where they have gone wrong, show them how to do it correctly, and let them have a go themselves. Check from time to time to make sure they are managing correctly.

This is known as giving constructive feedback.

#### **Activity 9**

How should you offer useful advice and help and why is it important to do so?

If feedback is done properly, both the new start and you will have learned something positive from the experience.

### ***Difficulties among the team (K8 and K10)***

It would be unrealistic to expect everyone to get on with each other all of the time. However, it is perfectly possible to work well with people you would not choose to spend your social time with.

Some people may have personal problems that affect their work, or there might be a clash of personalities between two or more people. The reason could be as simple as supporting different football teams, or could be more serious.

This must not be allowed to affect the work of the team. If the work does suffer, the problem may have to be reported to a senior member of staff and the individuals offered counselling to help them with their problems.

#### **Activity 10**

Who would you speak to if difficulties within the team meant that the work was suffering?

When would you do this?

## ***Working with others outside your team (K6)***

Often in food and drink factories people work in shifts, as production is continuous.

When this happens, it is important that the shift taking over from you has the correct information on:

- the work to be carried out
- any special instructions
- any changes in the process that you know about
- any messages to be passed on

This information must be clear and accurate.

If you are not used to passing on information, this simple formula might help:

**KISS**

**Keep**

**It**

**Short and**

**Simple**

### **Activity 11**

What type of information do you pass on to others outside your team?

When you are giving information, you must make sure that the person receiving it understands fully what you are saying.

You can make sure of this by asking the person questions about the information you have given.

If the information is very complicated, it is better to write it down so there is no confusion. Make sure the person receiving it can read your writing.

Always check that you are giving other people enough information of the right sort and at the right time. Be willing to change the information if necessary to suit the other person.

## ***Improving the work of the team (K8)***

Often, jobs or tasks have been done the same way and in the same order for a long time, although other processes in the factory may have changed.

It is a good idea to review what you do within the team and try to find better or more efficient ways of working.

Some companies have 'ideas boxes' with a cash or voucher prize for the best ideas.

It is in everyone's interest to work efficiently and keep the company competitive.

Some changes may be brought in because there is a change in legislation or your customer wants things done in a different way.

Your company may have bought some new equipment and the team will have to learn to use it.

Some people who have been with the team for a long time may be a little frightened by change. They may feel threatened and unwilling to take on new ideas. They may not see the need to change the way things have been done.

A new person coming into the team may ask why certain things are done in a certain way. An easier or better method may be obvious to them.

Always listen to new ideas and be prepared to discuss them positively.

There may be good reasons why some changes cannot be made, as there are hygiene or health and safety issues to consider.

Sometimes the change could involve learning new skills and changing jobs within the team on a rota basis. This is known as 'multi-skilling'. This means that if someone is off, there is a trained person who can take over.

Changing your job from time to time will make your own working day more interesting and may open up new opportunities for you in the workplace.

If you do have a good idea for improving the way the team works, do not keep it to yourself. Write it down and think about it carefully. Speak to a friend or workmate and see what they think of your idea. Do not be afraid to change it if they can see a better way to do it.

When you speak to your team about it, point out the benefits and suggest trying it out for a short period. Give the team members a chance to ask questions and perhaps give their ideas on how to improve on your suggestions.

Any change in the way you work should:

- save time
- save money
- reduce waste

### **Activity 12**

What ideas do you have for improving the way your team works?

What could stop your ideas from being put into practice?

It is very important to know and understand the limits of what we can and cannot do at work. There may be reasons why we must work in a certain way. These may be to do with legislation, customer requirements, or company policy.

If we go over the limits of our job, we may be taking responsibility from others, such as the team leader, and this can lead to bad feelings between them and ourselves. You must know how far you can go, and do not do anything outside this without permission.

We all spend nearly a third of our waking time at work. Being a part of an efficient and effective team can give us greater satisfaction of a job well done, and make us feel better and more confident about ourselves.

We have the opportunity to make new friends and learn new skills, which will benefit our lives in the future.

Effective working relationships with people both within and outside the company are based on open, honest, and friendly behaviour whilst maintaining a professional attitude.

### ***Responsibilities and working arrangements (K1, K2, K3 and K6)***

Whilst at work, your company expects you and your colleagues to fully understand your responsibilities. These include:

- meeting deadlines
- following laid-down working practices
- working accurately and efficiently
- maintaining standards of safety and hygiene

A further responsibility is that you follow the company's rules and regulations. It is therefore important that you know and understand the company requirements regarding the following areas:

#### **Job requirements and to whom you report**

- Hours of work
- Amount of pay and forms of payment
- Annual leave entitlement and procedures for taking time off work for holidays
- Sickness benefit and procedures for taking time off work through sickness

- Personal leave and procedures for taking time off work other than holidays or sickness

### **Types of grievances and the procedures to be followed in the event of a grievance**

- Expected behaviour and the appropriate disciplinary measures to be implemented in the event of an issue of discipline and the laid-down procedures to be followed
- Procedures for disputing or appealing against a grievance or discipline decision

The company will have a set of rules and regulations for you to read through and keep in a safe place. These will cover all the areas listed, but also explain clearly your rights and entitlements, as well as the procedures that you and your supervisor or manager must follow in the event of time away from work, grievance and discipline matters.

#### **Activity 13**

What is your organisation's grievance and disciplinary procedures?

## Section 3: Sample questions and answers

This section of the support pack links directly to the knowledge requirements of the Unit and provides examples of the types of information assessors will be looking for to ensure full coverage of the knowledge requirements. You will also need to look at what may be relevant within your workplace.

You need to ensure that you know and understand the following:

### **K1: The objectives of the organisation, department, self and the team**

When working with others, the objectives of the organisation, department, yourself and the team may be:

Organisation:

- a) to set achievable production targets that will produce products to the desired specifications of its customer base
- b) to train staff to be able to achieve these standards
- c) to have a motivated and reliable workforce
- d) to maintain effective communication between staff and departments

Department:

- a) to achieve production targets
- b) to achieve specifications and maintain quality
- c) to train staff to achieve targets
- d) to maintain and promote a good working atmosphere
- e) to maintain effective communication between staff and departments

Yourself:

- a) to achieve production targets
- b) to achieve specifications and maintain quality
- c) to train junior staff in business procedures
- d) to maintain and promote a good working atmosphere
- e) to maintain effective communication between staff and departments

The team:

- a) to achieve production targets
- b) to achieve specifications and maintain quality

- c) to train staff to achieve targets
- d) to maintain and promote a good working atmosphere
- e) to maintain effective communication between staff

**K2: Your organisation’s health and safety procedures, and food safety and environmental standards and why it is important to follow them**

Your organisation’s health and safety procedures, and food safety and environmental standards are:

- a) To ensure the health and safety of yourself and others by:
  - ensuring that any cutting tools and equipment you use are correctly assembled and guarded
  - keeping your work area in a safe condition and storing equipment and/or tools not in use safely
  - ensuring that floors are kept free from any trip or slip hazards
  - using personal protective equipment appropriately
  - reporting any faults or defects immediately
  
- b) To maintain product safety at all times by:
  - maintaining high standards of personal hygiene
  - maintaining a clean work environment at all times
  - following business Hazard Analysis and Critical Control Point (HACCP) procedures to prevent contamination or cross-contamination of products or equipment
  - following business traceability procedures
  - reporting risks to food safety immediately
  
- c) It is important to follow them:
  - to maintain a safe working environment and prevent accidents
  - to prevent contamination of food which could lead to a food poisoning outbreak
  - to maintain the business reputation

**K3: Your organisation’s grievance and disciplinary procedures**

Your organisation’s grievance and disciplinary procedures can include:

- a) verbally reporting grievance to the supervisor or most senior staff member
- b) putting grievance in writing

- c) arbitration/formal discussion with the relevant parties on the exact nature and circumstances of the grievance
- d) verbal warning
- e) written warning
- f) dismissal

**K4: Your work responsibilities, when and who you should ask for help, and why it is important to do so**

Your work responsibilities may include:

- a) supervision of other/junior staff
- b) maintaining quality and production targets
- c) ensuring a safe and hygienic work environment
- d) promoting the business
- e) dealing with problems or complaints
- f) conducting yourself in a professional manner
- g) maintaining effective communication

You should seek help:

- a) from peers or supervisory staff whenever you require it

It is important to do so:

- a) to prevent problems or to develop solutions to problems
- b) to maintain production speed
- c) to maintain quality
- d) to further develop your skills and knowledge

**K5: Why it is important to develop and keep good working relationships with your team**

It important to develop and keep good working relationships with your team:

- a) to maintain a good working atmosphere
- b) to develop an understanding of others' abilities, strengths, and limitations
- c) to enable efficient delegation of duties that will ensure that targets have the best chance of being met
- d) to avoid breakdown of communication

**K6: Different types of information and why it is important to communicate relevant information to the appropriate person clearly and promptly**

Information can be given or received in different ways, for example:

- a) it may be verbal information, for example specifications, procedures, trim levels, quantities
- b) the way you convey a requirement or instruction can be interpreted differently by your tone or the words you use
- c) it may be written information, eg invoices, post its, printed instructions, recipes, health and safety advice
- e) it may be body language — used when conveying verbal or written information
- f) not looking at a person during a discussion or having your arms folded whilst receiving information can give the impression that you are uninterested in what they have to say. Invading somebody's personal space can appear aggressive

It is important to communicate relevant information to the appropriate person clearly and promptly:

- a) to prevent mistakes
- b) to maintain production schedules and quality
- c) to maintain working relationships

**K7: Why it is important to share opinions and information and what may happen if this is not done**

It is important to share opinions and information:

- a) to be aware of relevant information, procedures and advice
- b) to get another person's perspective on a subject
- c) to enable debate on procedures and information

The consequences of this if it is not done include:

- a) missed targets
- b) wasted time and products
- c) loss of profit
- d) missed opportunities to improve procedures

**K8: Why it is important to give suggestions to improve work tasks**

It is important to give suggestions to improve work tasks:

- a) to improve individual and team performance and productivity
- b) because a different point of view can alter the perspective on a task
- c) to enhance the business

**K9: How to offer useful advice and help and why it is important to do so**

You should offer useful advice and help:

- a) by suggesting rather than telling
- b) by demonstrating your methods
- c) by asking 'Can I show you the way I do it?'

It is important to do so:

- a) to promote good working relationships
- b) to help others achieve targets or improve performance

**K10: How to deal with differences of opinion without causing offence**

You should deal with differences of opinion without causing offence:

- a) by talking in a level tone and adopting non-aggressive body language
- b) by explaining your opinion and the reasons for it
- c) by demonstrating differences if possible

**K11: Why it is important to show respect for colleagues and how to do this**

It is important to show respect for colleagues:

- a) to maintain effective working relationships
- b) to promote a positive working atmosphere

You can do this by:

- a) listening to their point of view and opinions
- b) adopting positive body language when dealing with them
- c) speaking to them in a positive tone
- d) giving them their place during tasks

**K12: Why it is important to refer unresolved difficulties to the appropriate person**

It is important to refer unresolved difficulties to the appropriate person:

- a) to enable problems to be resolved quickly and effectively
- b) to maintain effective working relationships
- c) to promote a positive working atmosphere

## Section 4: Evidence for this Unit

### *Performance evidence*

In order to be assessed as competent you must demonstrate to your assessor that you can consistently perform to the requirements set out below. Your performance evidence must include at least one observation by your assessor. Your evidence must be work based.

Evidence of performance may use examples of the following types of assessment:

- observation
- written and oral questioning
- evidence from company systems (eg HACCP food safety management system)
- reviewing the outcomes of work
- checking any records of documents completed
- checking accounts of work that you or others have written about you

You must provide performance evidence of:

- carrying out tasks to meet your responsibilities.
- working safely, and accurately following the working methods you have been given
- asking for help and offering support to others when appropriate
- reporting any difficulties in meeting your own responsibilities and what you did about them
- identifying your own and others' opinions on what has gone well and less well in carrying out the activities
- identifying ways of improving work with others to help achieve the objectives (reporting any difficulties in meeting your own responsibilities and what you did about them).

### *Knowledge evidence*

Your assessor may gather evidence of knowledge and understanding during observation of your performance in the workplace. Where it cannot be collected by observing performance, other assessment methods will be used, for example written and/or oral questioning.