

Federal Democratic Republic of Ethiopia

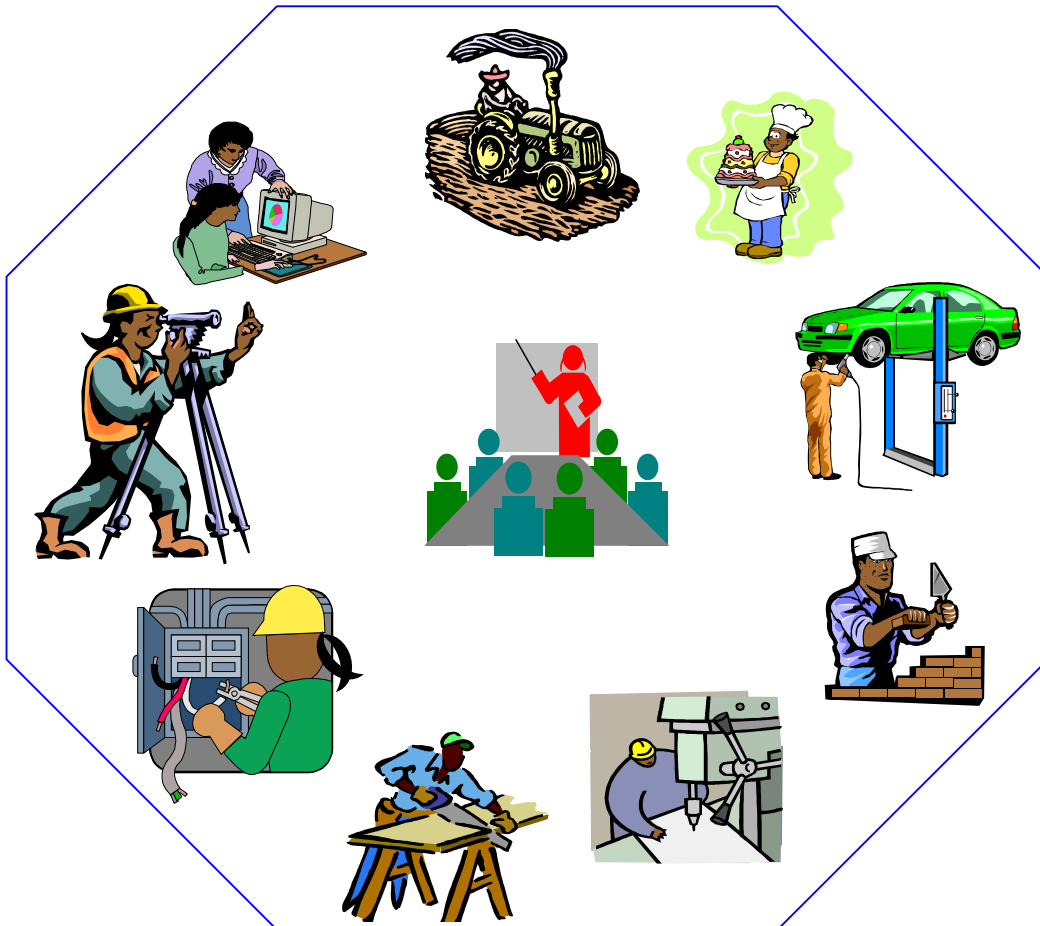
## OCCUPATIONAL STANDARD



### FOOD PRODUCTION SUPERVISION



NTQF Level IV



*Ministry of Education  
September 2012*

## Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

## UNIT OF COMPETENCE CHART

Occupational Standard: Food Production Supervision			
Occupational Code: <b>CST FPS</b>			
<b>NTQF Level IV</b>			
<a href="#"><u>CST FPS4 01 0912</u></a> Develop and Implement a Food Safety Program	<a href="#"><u>CST FPS4 02 0912</u></a> Implement and Monitor Workplace Health, Safety and Security Practices	<a href="#"><u>CST FPS4 03 0912</u></a> Monitor Staff Performance	
<a href="#"><u>CST FPS4 04 0912</u></a> Plan Menus	<a href="#"><u>CST FPS4 05 0912</u></a> Design and Operate Kitchen	<a href="#"><u>CST FPS4 06 0912</u></a> Prepare Tenders for Catering Contracts	
<a href="#"><u>CST FPS4 07 0912</u></a> Manage Finances within a Budget	<a href="#"><u>CST FPS4 08 0912</u></a> Provide Mentoring Support to Business Colleagues	<a href="#"><u>CST FPS4 09 0912</u></a> Develop and Update Legal Knowledge Required For Business Compliance	
<a href="#"><u>CST FPS4 10 0912</u></a> Advise on Products and Services	<a href="#"><u>CST FPS4 11 0912</u></a> Create and Use Databases	<a href="#"><u>CST FPS4 12 0912</u></a> Design and Produce Business Documents	
<a href="#"><u>CST FPS4 13 0912</u></a> Produce Desktop Published Documents	<a href="#"><u>CST FPS4 14 0912</u></a> Use Business Technology	<a href="#"><u>CST FPS4 15 0912</u></a> Interpret Financial Information	
<a href="#"><u>CST FPS4 16 0912</u></a> Plan and Organize Work	<a href="#"><u>CST FPS4 17 0912</u></a> Migrate to New Technology	<a href="#"><u>CST FPS4 18 0912</u></a> Establish Quality Standards	
<a href="#"><u>CST FPS4 19 0912</u></a> Develop Individuals and Team	<a href="#"><u>CST FPS4 S4 20 0912</u></a> Utilize Specialized Communication Skills	<a href="#"><u>CST FPS4 21 0912</u></a> Manage and Maintain Small/Medium Business Operations	
<a href="#"><u>CST FPS4 22 1012</u></a> Manage Continuous Improvement System			
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Occupational Standard: Food Production Supervision Level IV	
Unit Title	Develop and Implement a Food Safety Program
Unit Code	<a href="#">CST FPS4 01 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a food safety program for a range of service industry operations where food is stored, prepared, displayed, served and disposed of. It requires the ability to determine the specific program requirements for an organisation and prepare policies and procedures for other personnel to follow.

Elements	Performance Criteria
1. Evaluate organization requirements for the food safety program	<p>1.1 Evaluate the <b>characteristics of the organization</b>.</p> <p>1.2 Examine all food handling operations and processes and identify potential or existing <b>food hazards</b>.</p> <p>1.3 Identify all <b>critical control points</b> in the food preparation system where food hazards can be controlled.</p> <p>1.4 Identify product suppliers and determine the quality assurance specifications that relate to foodstuffs supplied.</p> <p>1.5 Evaluate existing product specifications covering all food items prepared and sold.</p> <p>1.6 Evaluate existing <b>policies, procedures</b> and monitoring practices, including record keeping, and assess the need for change.</p>
2. Develop a food safety program to control hazards	<p>2.1 Design a food safety program to suit the characteristics and needs of the organization, in consultation with appropriate colleagues and stakeholders.</p> <p>2.2 Ensure that the food safety program complies with regulatory requirements and standards.</p> <p>2.3 Develop food production flow charts to document the critical control points for the ongoing control of food hazards.</p> <p>2.4 Establish and document methods of food hazard control for each critical point.</p> <p>2.5 Develop food safety policies and procedures for food hazard control.</p> <p>2.6 Develop procedures for the systematic <b>monitoring of controls</b> and establish a recording system to document the monitoring.</p> <p>2.7 Develop procedures for implementing corrective actions when hazards are found not to be under control.</p>
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	<p>2.8 Develop or modify and record product specifications covering all food items prepared and sold.</p> <p>2.9 Identify training needs and develop a training plan or program based on needs.</p> <p>2.10 Develop a schedule for regular review of the food safety program.</p> <p>2.11 Set out the food safety program, including all policies and procedures, in a clearly articulated written document and provide to regulatory authorities as required</p>
3. Implement the food safety program	<p>3.1 Communicate food safety programs, policies, procedures and product specifications to colleagues in the workplace and ensure display of appropriate signage and access to information.</p> <p>3.2 Organize appropriate training and mentoring related to the food safety program.</p> <p>3.3 Monitor operational activities to ensure that policies and procedures for hazard control, monitoring and documentation are consistently followed by all employees.</p> <p>3.4 Manage the response to <b>incidents where food hazards are found not to be under control</b> and oversee the implementation of corrective action procedures.</p> <p>3.5 Make swift amendments to any practices that led to the food safety breach, and document, communicate and implement changes.</p> <p>3.6 Maintain all <b>documents that relate to the management of the food safety program</b>, monitor performance and adjust the program accordingly</p>
4. Participate in food safety audit	<p>4.1 Ensure that the food safety program is audited by a food safety auditor or compliance inspector at the auditing frequency applicable to the business and according to legislative requirements.</p> <p>4.2 Participate in any inspections of the premises or documents that relate to food safety management and provide assistance to the food auditor or compliance inspector.</p> <p>4.3 Retain all records of food audits according to legislative requirements</p>
5. Evaluate and revise the food safety program	<p>5.1 Conduct a regularly scheduled review of the food safety program in consultation with colleagues to ensure its adequacy.</p> <p>5.2 Carry out tests and measures to validate required food safety controls.</p> <p>5.3 Review policies, procedures, product specifications, monitoring systems and all record keeping methods, identify</p>

	<p>required changes and incorporate amendments.</p> <p>5.4 Prepare an updated food safety program, including all current policies, procedures, product specifications and monitoring documents, in a clearly articulated written document and provide to regulatory authorities as required.</p> <p>5.5 Communicate changes to the food safety program to all employees and ensure that they are incorporated into the production system as scheduled.</p> <p>5.6 Identify the need for additional training based on changes to food safety practices.</p>
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Variable	Range		
Characteristics of the organisation may include:	<ul style="list-style-type: none"><li>• size and nature of organisation</li><li>• at risk client groups with a higher than average risk of harm from food contamination, such as:<ul style="list-style-type: none"><li>• children or babies</li><li>• pregnant women</li><li>• aged persons</li><li>• people with immune deficiencies or allergies</li></ul></li><li>• layout of food storage, preparation, display and service areas</li><li>• food items prepared and sold or menu items</li><li>• production equipment</li><li>• facilities</li><li>• re-thermalisation and service requirements</li></ul>		
Food hazards may be:	<ul style="list-style-type: none"><li>• anything related to food, including work practices and procedures, that have a potential to harm the health or safety of a person</li><li>• actual or potential</li><li>• chemical, microbiological or physical</li><li>• any food contaminated with chemical or microbiological elements</li><li>• foods highly susceptible to microbiological contamination</li><li>• processes where food is vulnerable to contamination, including:<ul style="list-style-type: none"><li>• requirements for food to be touched by hand</li><li>• requirements for re-thermalisation or defrosting</li><li>• displays of food and buffets</li></ul></li><li>• working with temperatures that promote the rapid growth of micro-organisms</li></ul>		
Critical control points are those where there is high	<ul style="list-style-type: none"><li>• receiving</li><li>• storing</li></ul>		
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risk of contamination or food spoilage, including:	<ul style="list-style-type: none"><li>• preparing</li><li>• processing</li><li>• displaying</li><li>• packaging</li><li>• serving</li><li>• transporting</li><li>• disposing</li></ul>		
Policies and procedures may relate to:	<ul style="list-style-type: none"><li>• food receiving, storage, preparation, display and service</li><li>• methods of food hazard control for each critical point</li><li>• systematic monitoring of hazard controls and record keeping</li><li>• communication and food safety information provision</li><li>• employee training in hygiene and food handling</li><li>• personal hygiene and suitable dress standards</li><li>• record maintenance</li><li>• contingency management</li><li>• corrective actions when hazards are found not to be under control</li><li>• scheduled evaluation and review of food safety program</li><li>• audit of food safety program</li><li>• pest control</li><li>• cleaning and sanitation</li><li>• equipment maintenance</li></ul>		
Monitoring of controls may involve:	<ul style="list-style-type: none"><li>• food quality reviews and tests</li><li>• bacterial swabs and counts</li><li>• chemical tests</li><li>• temperature tests</li><li>• internal audit of food safety practices</li><li>• analysis of incidents where food hazards are found not to be under control</li></ul>		
Incidents where food hazards are found not to be under control may include:	<ul style="list-style-type: none"><li>• food poisoning</li><li>• customer complaints</li><li>• misuse of single use items</li><li>• stocks of out-of-date foodstuffs</li><li>• spoilt or contaminated food</li><li>• unclean equipment</li><li>• existence of pests and vermin</li></ul>		
Documents that relate to the management of the food safety	<ul style="list-style-type: none"><li>• documented food safety program</li><li>• policies, procedures and product specifications</li></ul> Records of the monitoring of hazard controls, including:		
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program may include:	<ul style="list-style-type: none"> <li>• temperature control data</li> <li>• training logs</li> <li>• illness register</li> <li>• list of suppliers</li> <li>• any record required by local legislation</li> <li>• incident reports where food hazards are found not to be under control</li> <li>• audit reports</li> <li>• food production records</li> </ul>
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Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• ability to develop, implement, monitor, evaluate and make ongoing improvements to a complete food safety program for a given service industry operation and in line with regulatory requirements</li> <li>• development and documentation of a comprehensive food safety program inclusive of policies, procedures, product specifications and monitoring documents</li> <li>• knowledge of food safety systems and options suitable for a service industry food preparation organisation</li> <li>• project or work activities conducted over a period of time so that establishing, monitoring, evaluating and reviewing a food safety program can be assessed</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• components of food safety programs as specified and required by food safety regulators and under national codes or standards for food safety</li> <li>• components of policies, procedures, product specifications and monitoring documents</li> <li>• options for the structure and implementation of a food safety program, including the use of the HACCP method as the basis</li> <li>• consultative and communication mechanisms used by organisations to develop and implement procedural systems</li> <li>• understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations and inspection regimes</li> <li>• regulatory requirements for food safety audits</li> <li>• HACCP principles, concepts, procedures and processes</li> <li>• techniques for identifying hazards and critical control points</li> </ul>		
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	<ul style="list-style-type: none"> <li>principles and methods of food storage, production, and display and service for the industry sector and food business</li> <li>main types of safety hazards and contamination found in food handled by the industry sector and food business</li> <li>conditions for development of microbiological contamination for the food types handled by the industry sector and food business</li> <li>principles and methods of personal hygiene and safe food handling practices</li> <li>acceptable control methods for identified food hazards, especially time and temperature controls used in the storage, preparation, display and service of food</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>ability to develop, implement, monitor, evaluate and make ongoing improvements to a complete food safety program for a given service industry operation and in line with regulatory requirements</li> <li>development and documentation of a comprehensive food safety program inclusive of policies, procedures, product specifications and monitoring documents</li> <li>knowledge of food safety systems and options suitable for a service industry food preparation organisation</li> <li>project or work activities conducted over a period of time so that establishing, monitoring, evaluating and reviewing a food safety program can be assessed</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>Interview / Written Test / Oral Questioning</li> <li>Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Implement and Monitor Workplace Health, Safety and Security Practices
Unit Code	<a href="#">CST FPS4 02 0912</a>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement predetermined OHS policies and procedures and to monitor OHS practices as a supervisory function.</p> <p>A systematic management approach is central to compliance with OHS legislation, which imposes obligations on all businesses whether small, medium or large, to manage the safety of their workers and anyone else in the workplace. This unit involves the implementation and monitoring of those predetermined OHS practices designed, at management level, to ensure a safe workplace</p>

Elements	Performance Criteria
1. Provide information on health, safety and security	<p>1.1 Accurately and clearly explain to personnel relevant <b>OHS information</b>, including organization-specific policies and procedures.</p> <p>1.2 Make all current and updated OHS information readily accessible to staff in a timely and regular manner, according to organizational procedures</p>
2. Monitor safe work practices	<p>2.1 Monitor adherence to organizational <b>OHS procedures</b> and OHS signage.</p> <p>2.2 Monitor ongoing compliance with safe work practices.</p> <p>2.3 Take prompt and appropriate action to address non-compliance with procedures, <b>safe work practices</b> and non-adherence to signage.</p> <p>2.4 Monitor the effectiveness of work practices in maintaining the health, safety and security of personnel through close contact with day-to-day operations</p>
3. Coordinate consultative arrangements for the management of health, safety and security issues	<p>3.1 Coordinate any scheduled consultation sessions and the operation of any and all <b>consultative processes</b>.</p> <p>3.2 Provide the opportunity for staff members to contribute their views on current and future OHS management practices, including views on how to eliminate or control risks.</p> <p>3.3 Action, resolve or refer issues raised through OHS consultation to the appropriate person.</p> <p>3.4 Provide timely staff and own feedback on OHS management practices to the designated person according to organization procedures</p>

4. Implement and monitor procedures for identifying hazards, and assessing and controlling risks	<p>4.1 Coordinate any scheduled hazard identification activities ensuring hazards are identified at <b><i>times designated by legislation</i></b>.</p> <p>4.2 Identify any <b><i>hazards</i></b> on an ongoing basis through close contact with day-to-day operations in the workplace and react to reports of hazards by others workers.</p> <p>4.3 Coordinate the conduct of risk assessments and, participate by taking a lead role in assessing risks associated with identified hazards according to consultative requirements of OHS legislation.</p> <p>4.4 Implement any risk control methods according to organization's policies and procedures or refer to appropriate person if control is outside scope of responsibility.</p> <p>4.5 Monitor the effectiveness of control measures, promptly identify any inadequacies and resolve or report them to the appropriate person</p>
5. Implement and monitor health, safety and security training	<p>5.1 Identify <b><i>OHS training needs</i></b> accurately based on regular workplace monitoring.</p> <p>5.2 Make timely arrangements for fulfilling training needs in consultation with appropriate management and according to organization policies and procedures.</p> <p>5.3 Monitor effectiveness of training in the workplace and make adjustments as required</p>
6. Maintain OHS records and reports	<p>6.1 Complete <b><i>OHS records and reports</i></b> accurately and legibly and store according to organization and legal requirements.</p> <p>6.2 Use data and reports to provide reliable and timely input to the management of workplace health, safety and security.</p>

Variable	Range
OHS information may include information on:	<ul style="list-style-type: none"> <li>organization's overall OHS policy</li> <li>any OHS policy and procedure but especially hazard identification</li> <li>roles and responsibilities of employers and employees in OHS management practices</li> <li>legal obligations and ramifications of failure to comply</li> <li>consultative arrangements for OHS</li> <li>use of hazard identification reporting documents</li> <li>use of risk assessment template documents</li> <li>specific existing control measures relevant to the workplace</li> <li>specific regulations and codes of practice</li> <li>OHS training information and updates</li> </ul>

	<ul style="list-style-type: none"> <li>• location of first aid kit and emergency evacuation plan</li> </ul>
OHS procedures may involve:	<ul style="list-style-type: none"> <li>• emergency, fire and accident</li> <li>• incident or accident reporting</li> <li>• consultation</li> <li>• hazard identification</li> <li>• risk assessment and control</li> </ul> <p>Security including:</p> <ul style="list-style-type: none"> <li>• documents</li> <li>• cash</li> <li>• equipment</li> <li>• people</li> <li>• key control systems</li> </ul>
Safe work practices may include:	<ul style="list-style-type: none"> <li>• use of personal protective clothing and equipment</li> <li>• safe posture including sitting, standing and bending</li> <li>• using safe manual handling, including lifting and transferring</li> <li>• taking designated breaks</li> <li>• rotating tasks</li> <li>• using knives and equipment, handling hot surfaces</li> <li>• taking account of the dangers associated with inert gases used in beverage dispensing systems</li> <li>• using computers and electronic equipment</li> <li>• safe handling of chemicals, poisons and dangerous materials</li> <li>• using ergonomically sound furniture and workstations</li> <li>• clearing any hazards from immediate work area</li> <li>• paying attention to safety signage</li> </ul>
Consultative processes may involve:	<ul style="list-style-type: none"> <li>• consultation with employees during the course of each business day</li> <li>• a diary, whiteboard or suggestion box used by staff to report any issue of concern</li> <li>• recording issues in a management diary</li> <li>• regular staff meetings that involve OHS discussions</li> <li>• special staff meetings or workshops to specifically address OHS issues</li> <li>• staff handbook which includes OHS information</li> <li>• surveys or questionnaires that invite feedback on OHS issues</li> <li>• informal meetings with notes</li> <li>• fact sheets to fully inform personnel about OHS rights and responsibilities</li> <li>• formal meetings with agendas, minutes and action plans</li> <li>• formal OHS representatives and committees</li> <li>• involvement of personnel in writing parts of OHS policies and procedures</li> </ul>

Times designated by legislation for systematic hazard identification may include:	<p>When changes to the workplace are implemented, for example:</p> <ul style="list-style-type: none"> <li>• before the premises are used for the first time</li> <li>• before and during the installation or alteration of any plant</li> <li>• before changes to work practices are introduced</li> <li>• when any new information relating to health and safety risk becomes available</li> </ul>
Hazards may include:	<p>Physical environment, for example:</p> <ul style="list-style-type: none"> <li>• working space of any workers</li> <li>• lighting</li> <li>• hot and cold environments</li> <li>• exposure to elements of weather, such as sun, wind and rain</li> <li>• prevailing noise levels</li> <li>• electrical items</li> <li>• flooring</li> <li>• equipment designed to assist with or replace manual handling</li> <li>• pests</li> <li>• crowds</li> </ul> <p>Plant, for example:</p> <ul style="list-style-type: none"> <li>• machinery</li> <li>• tools</li> <li>• appliances</li> <li>• equipment</li> </ul> <p>Working practices, for example:</p> <ul style="list-style-type: none"> <li>• opening and closing procedures</li> <li>• security procedures</li> <li>• any standard operating procedures for work-related tasks</li> <li>• rostering of staff and shift allocation</li> <li>• length of time spent at certain task and allocation of breaks</li> </ul> <p>Security issues, for example:</p> <ul style="list-style-type: none"> <li>• theft and robbery</li> <li>• irrational or angry customers</li> <li>• bomb scares</li> </ul>

### Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• project or work activities that show the candidate's ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist for a given service industry operation and in line with regulatory requirements</li> <li>• knowledge of specific and relevant OHS legislative requirements</li> </ul>
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	<ul style="list-style-type: none"> <li>project or work activities conducted over a commercially realistic period of time so that the implementation, monitoring and reporting aspects of this unit can be assessed</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>in-depth knowledge of the contents of the organization's OHS policies, procedures and reporting processes</li> <li>in-depth knowledge of employee responsibilities in relation to ensuring safety of self, other workers and other people in the workplace</li> <li>in-depth knowledge of employer's responsibilities under relevant state or territory OHS legislation, especially:               <ul style="list-style-type: none"> <li>requirement to consult and acceptable consultation mechanisms</li> <li>requirements for the use of OHS representatives and committees, and their roles and responsibilities</li> <li>requirements for hazard identification, risk assessment, risk control and acceptable mechanisms</li> <li>requirements for record keeping and acceptable record keeping mechanisms</li> <li>provision of information and training</li> <li>issue resolution</li> </ul> </li> <li>in-depth knowledge of employee's responsibility to participate in OHS practices and consultation under relevant state or territory OHS legislation</li> <li>ramifications of failure to observe OHS policies and procedures and legislative requirements</li> <li>in-depth knowledge of the particular consultation, hazard identification and risk assessment methods used in the particular workplace</li> </ul>		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>high-level communication skills to communicate with colleagues on issues of OHS responsibility and discipline non-compliance, to conduct OHS consultation activities, and to provide all OHS procedural information and information on safe work practices</li> <li>high-level literacy skills to read and interpret sometimes complex materials describing regulatory requirements that relate to OHS management and to read and interpret organizational policies and procedures</li> <li>writing skills to develop reports and complete OHS records</li> <li>critical thinking skills to allow for a rational and logical evaluation of the effectiveness of OHS management practices and to incorporate the views of other people consulted in the workplace</li> </ul>		
Resources	Access is required to real or appropriately simulated situations,		
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Implication	including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level Iv	
Unit Title	Monitor Staff Performance
Unit Code	<a href="#">CST FPS4 03 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor staff performance within the framework of established performance management systems. It includes the skills to conduct structured performance appraisal and formal counselling sessions.

Elements	Performance Criteria
1. Monitor staff performance and provide feedback	<p>1.1 Consult with and inform colleagues about <b>expected standards of performance</b> using appropriate communication mechanisms.</p> <p>1.2 Monitor ongoing performance by maintaining close contact with the workplace and relevant colleagues.</p> <p>1.3 Provide confirming and corrective feedback to colleagues on an ongoing basis.</p> <p>1.4 Provide colleagues with <b>appropriate guidance and support</b> in the workplace.</p> <p>1.5 Provide <b>recognition and reward</b> for achievements and outstanding performance according to organization procedures.</p> <p>1.6 Identify the need for further coaching or training and organize according to organization policies</p>
2. Recognize and resolve performance problems	<p>2.1 Identify and investigate performance problems promptly.</p> <p>2.2 Use feedback and coaching appropriately to address performance problems.</p> <p>2.3 Discuss and agree upon <b>possible solutions</b> with the colleague in question according to organization procedures.</p> <p>2.4 Follow up outcomes of informal counseling through review in the workplace.</p> <p>2.5 Organize and conduct a formal counseling session when needed according to <b>required procedures</b></p>
3. Implement performance management systems	<p>4.1 Implement formal <b>performance management systems</b> according to organization policy.</p> <p>4.2 Conduct individual performance evaluations openly and fairly according to organization policy.</p> <p>4.3 Complete and file performance management records according to organization policy and industrial requirements.</p>



	4.4 Agree on courses of action with colleagues and follow up in the workplace
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Variable	Range
Expected standards of performance and performance problems may related to:	<ul style="list-style-type: none"> <li>• productivity</li> <li>• punctuality</li> <li>• personal presentation</li> <li>• level of accuracy in work</li> <li>• adherence to procedures</li> <li>• customer service standards</li> <li>• team interaction</li> <li>• response times</li> <li>• waste minimisation</li> <li>• cost minimisation</li> </ul>
Appropriate guidance and support may include:	<ul style="list-style-type: none"> <li>• advice on training and development opportunities</li> <li>• support with difficult interpersonal situations</li> <li>• opportunity to discuss work challenges</li> <li>• confirmation of organisational objectives and key performance requirements</li> <li>• ensuring adequate resources are applied</li> <li>• representing staff interests in other forums</li> </ul>
Recognition and reward may include:	<ul style="list-style-type: none"> <li>• informal acknowledgment</li> <li>• acknowledgment of an individual's good performance to the whole team</li> <li>• presentation of awards</li> <li>• written report to management</li> </ul>
Possible solutions to performance may include:	<ul style="list-style-type: none"> <li>• additional training</li> <li>• assistance with problems outside of the workplace</li> <li>• adjustment of workload</li> <li>• reorganisation of work practices</li> <li>• agreement on short-term goals for improvement</li> </ul>
Required procedures for a formal counselling session may include:	<ul style="list-style-type: none"> <li>• formal notification to staff member and management</li> <li>• invitation of appropriate people</li> <li>• organisation of appropriate location for counselling session</li> </ul>
Performance management systems may include:	<ul style="list-style-type: none"> <li>• type of assessment, e.g. self, peer, team and productivity indicators</li> <li>• methods of collecting performance data</li> <li>• methods of interpreting performance data</li> <li>• processes for performance appraisal interviews</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• knowledge of typical procedures and processes for formal performance management and counselling</li> <li>• ability to demonstrate appropriate communication skills to provide supportive feedback and guidance to colleagues</li> <li>• project or work activities that allow the candidate to address typical performance management issues found in tourism or hospitality workplaces</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• understanding of the performance management concept within an organisation</li> <li>• types of performance standards and performance management systems applicable to tourism and hospitality workplaces</li> <li>• role and importance of feedback and coaching, including appropriate communication, in relation to monitoring staff performance</li> <li>• grievance procedures</li> <li>• performance appraisal techniques and systems, including: <ul style="list-style-type: none"> <li>➢ reasons for performance appraisal</li> <li>➢ types of performance assessment</li> <li>➢ compiling and using performance data</li> <li>➢ protocols and procedures for performance appraisal interviews</li> <li>➢ procedures for formal counseling sessions</li> <li>➢ communication skills, including active listening, questioning and using appropriate non-verbal communication in relation to counselling, providing feedback and coaching</li> <li>➢ industrial relations, equal employment opportunity (EEO) and diversity issues and legislation that impact on monitoring staff performance</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to provide effective feedback, coaching and counselling to team members</li> <li>• problem-solving skills to develop and respond to unpredictable staff performance issues</li> <li>• planning and organisational skills to monitor and maintain a formal performance management system</li> <li>• literacy skills to express potentially complex and sensitive information in writing and to develop and interpret typical performance management documentation</li> <li>• numeracy skills to work with documents such as staff records</li> </ul>

	and schedules
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Plan Menus
Unit Code	<a href="#">CST FPS4_04 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan menus for cuisines. It requires the ability to develop menu concepts and content, cost and developing systems required to support the menu and its production, and to plan, design and arrange the printing of menus

Elements	Performance Criteria
1. Plan and develop menus	<p>1.1 Identify key <b>characteristics of menus</b> for cuisines according to enterprise practices.</p> <p>1.2 Plan and design <b>menus</b> and the sequence of menu items, according to cuisine requirements and conventions, enterprise procedures and customer requirements and preferences.</p> <p>1.3 Plan menus to provide a balanced variety of freshness, flavors, colors, textures and delicacies according to cuisine requirements, seasonal factors and enterprise practice.</p> <p>1.4 Incorporate results of a sales analysis into menu planning.</p> <p>1.5 Plan menus, including the number of courses offered, within the constraints of kitchen equipment, utensils and the staff skill levels within the enterprise</p>
2. Plan and design printed menus	<p>2.1 <b>Plan and design printed menus</b> to suit traditional customs, theme, occasion and decor of the enterprise.</p> <p>2.2 Follow required conventions in using names, description of menu items and terminology, and ensure that all are suitable for the market, style of menu, occasion, festivities and cultural practices.</p> <p>2.3 Present the sequence or arrangement of service on printed menus.</p> <p>2.4 Arrange printing of menus, taking into consideration color combinations, paper stock and weight, and costing.</p> <p>2.5 Check proofs to ensure that spelling, meanings and descriptions are correct and according to instructions</p>
3. Cost menus for profitability and control expenditure	<p>3.1 Calculate ingredients, overhead expenses, and labor and production costs accurately.</p> <p>3.2 Consider yields, losses and portions when costing dishes.</p> <p>3.3 Price menu items according to constraints, appropriate selling prices, seasonal influences and to ensure maximum profitability.</p>
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	<p>3.4 Monitor and control food costs through implementing procedures to determine percentages and reduce wastage.</p> <p>3.5 Monitor and control labor costs through staff rosters, scheduling, and award conditions and rates.</p>
4. Control menu-based production	<p>4.1 Optimize product use and quality through portion control and yield testing.</p> <p>4.2 Apply <b>stock control measures</b></p>

Variable	Range
Characteristics of menus must include:	<ul style="list-style-type: none"> <li>• quality commodities</li> <li>• correct cooking methods</li> <li>• harmonising of flavours</li> <li>• nutritional balance</li> <li>• textures</li> <li>• colours</li> <li>• presentation</li> <li>• seasonal influence</li> <li>• festivities, festivals, formal banquets and religious events</li> </ul>
Menus may include:	<ul style="list-style-type: none"> <li>• Classical</li> <li>• Modern</li> <li>• Speciality</li> <li>• Ethnic</li> <li>• European</li> <li>• Asian</li> <li>• Arabian</li> <li>• Ethiopian</li> </ul>
Planning and designing printed menus may include:	<ul style="list-style-type: none"> <li>• consulting others about styles and requirements according to tradition</li> <li>• developing and producing menus in consultation with professional designers and printers</li> </ul>
Stock control measures must include:	<ul style="list-style-type: none"> <li>• ordering in economic quantities</li> <li>• receipt and checking procedures</li> <li>• storage practices</li> <li>• inventory control and security</li> <li>• seasonal variations in temperature</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• ability to develop menus within a cuisine</li> <li>• knowledge of cuisine style, including cultural considerations,</li> </ul>

	<p>ingredients, culinary terminology and equipment</p> <ul style="list-style-type: none"><li>• principles of costing menus</li><li>• knowledge of yield from raw materials, wastage and stock control</li><li>• planning and developing a menu within a particular cuisine, including complementary and sequential menu items</li><li>• costing of a specific menu, including working within budgetary constraints</li><li>• ability to undertake menu planning and design in consultation with others</li></ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"><li>• cuisine characteristics, and cultural and religious practices related to food preparation, presentation and consumption; typical menu items, accompaniments and garnishes; and order of service</li><li>• culinary terms related to particular cuisines, including regional variations</li><li>• costs of supply of ingredients</li><li>• yield of raw ingredients and portion sizes in general and for the organisation in particular</li><li>• food wastage and control</li><li>• stock control</li><li>• labour costs for commercial kitchens in general and for the organisation in particular</li></ul>		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"><li>• menu planning and development, including conventions and constraints</li><li>• preparation of menu information for design and printing</li><li>• problem-solving skills to proofread printed menus and identify errors</li><li>• literacy skills to research information for menu development within a specific cuisine</li><li>• writing skills to write menus and explanations about specialised cuisines</li><li>• numeracy skills to cost a menu within budgetary constraints and operate stock control systems</li></ul>		
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>		
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"><li>• Interview / Written Test / Oral Questioning</li><li>• Observation / Demonstration</li></ul>		
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>		
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Occupational Standard: Food Production Supervision Level IV	
Unit Title	Design and Operate Kitchen
Unit Code	<a href="#">CST FPS4 05 0912</a>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design and operate a kitchen where different cuisines are prepared and served.</p> <p>It requires the ability to design, plan and set up kitchen operations and systems. It does not include food preparation and cooking or ongoing management, supervisory or quality assurance roles</p>

Elements	Performance Criteria
1. Plan and develop kitchen operations	<p>1.1 Identify style of cuisine required.</p> <p>1.2 Identify and plan <b>system of production</b> according to menu style requirements or type.</p> <p>1.3 Develop <b>operational procedures</b> for the kitchen.</p> <p>1.4 Develop <b>control systems</b></p>
2. Identify the roles in a kitchen	<p>2.1 Identify knowledge, skills and attitudes required for specific cuisines.</p> <p>2.2 Determine <b>staffing needs</b> according to nature of enterprise, size of kitchen and style of cuisine.</p> <p>2.3 Identify specific roles and responsibilities, according to style of cuisine and size of enterprise.</p> <p>2.4 Develop job descriptions and allocate roles according to size of kitchen, style of cuisine and size of enterprise</p>
3. Plan kitchens for cuisines	<p>3.1 Plan the kitchen layout according to available space, style of cuisine and personnel.</p> <p>3.2 Identify and purchase <b>equipment and fittings</b> for cuisines.</p> <p>3.3 Set up workstations according to national, regional and commercial needs and applications</p>
4. Implement and monitor kitchen operations	<p>4.1 Implement systems and procedures developed.</p> <p>4.2 Monitor kitchen operations and adjust as required.</p> <p>4.3 Respond to feedback from customers, colleagues and <b>relevant others</b></p>
5. Plan and implement safe work practices for kitchen operations	<p>5.1 Identify <b>legislative and regulatory requirements</b>.</p> <p>5.2 Develop and implement safe work practices according to legislative and regulatory requirements.</p> <p>5.3 Identify particular work environment <b>hazards for kitchens</b></p>

	and develop procedures for managing them.
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Variable	Range
System of production will be determined by the size of operation and style of cuisine, including:	<ul style="list-style-type: none"> <li>• small or family-run kitchens within which employees are multi-skilled and perform multiple roles</li> <li>• fast food outlets</li> <li>• large, formal kitchens with clearly-defined and limited job roles and responsibilities</li> </ul>
Operational procedures may include those related to:	<ul style="list-style-type: none"> <li>• work tasks and responsibilities</li> <li>• food hygiene and safety</li> <li>• OHS</li> <li>• security</li> </ul>
Control systems may include those related to:	<ul style="list-style-type: none"> <li>• stock</li> <li>• storage</li> <li>• costs and budgets</li> <li>• portion control</li> <li>• security</li> </ul>
Staffing needs may include:	<ul style="list-style-type: none"> <li>• managerial and supervisory staff</li> <li>• operational staff</li> <li>• training and development</li> </ul>
Equipment and fittings may include:	<ul style="list-style-type: none"> <li>• stoves and ovens, including specialised items such as tandoori ovens</li> <li>• steamers</li> <li>• grills and barbecues</li> <li>• turbo and gas woks</li> <li>• freezers, chillers and refrigerators</li> <li>• general storage</li> <li>• benches</li> <li>• sinks</li> <li>• utensils for preparation and presentation</li> <li>• service ware, including cutlery, chopsticks, china and glassware</li> <li>• equipment required for specific cuisines</li> </ul>
Relevant others may include:	<ul style="list-style-type: none"> <li>• employers, managers and supervisors</li> <li>• employees and work colleagues</li> <li>• customers</li> <li>• officers of government and regulatory authorities</li> <li>• industry professionals and advisers</li> </ul>
Legislative and regulatory	<ul style="list-style-type: none"> <li>• OHS</li> </ul>



requirements may include those related to:	<ul style="list-style-type: none"> <li>• food hygiene and safety</li> <li>• local council requirements</li> <li>• employment, such as equal employment opportunity, industrial awards and anti-discrimination</li> </ul>
Particular hazards for kitchens may include:	<ul style="list-style-type: none"> <li>• turbo and high-temperature woks</li> <li>• vertical barbecues</li> <li>• open-flame stoves</li> <li>• deep-fryers</li> <li>• cleavers</li> <li>• slippery floors</li> <li>• electrically-operated equipment</li> </ul>

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• ability to plan and operate kitchen efficiently to meet the needs of a particular cuisine, clientele and style of operation</li> <li>• ability to apply knowledge of cultural considerations and correct equipment usage to kitchen design and operations, according to cuisine style selected</li> <li>• application of food hygiene and OHS principles and procedures</li> </ul>		
Underpinning Knowledge and Attitudes Demonstrates knowledge of:	<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• cuisine characteristics, and cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, and kitchen and service culture</li> <li>• cultural and dietary requirements related to the style of cuisine selected, including allergies and prohibitions</li> <li>• principles and practices of personal and professional hygiene related to working in a kitchen, including appropriate uniform and other personal protective equipment</li> </ul>		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• organising and setting up kitchens for particular cuisines and size and style of kitchen</li> <li>• selecting, using and maintaining specialised equipment, tableware and service ware for preparing, cooking and serving food</li> <li>• safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns</li> <li>• planning, organising and working in teams, according to the cultural requirements of the cuisine selected</li> <li>• problem-solving skills to: <ul style="list-style-type: none"> <li>➤ deal with equipment flaws and failure and cultural issues</li> </ul> </li> </ul>		
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	<p>related to cuisine style and staffing</p> <ul style="list-style-type: none"> <li>➤ manage situations such as non-delivery, and delays with or non-availability of required equipment</li> <li>➤ literacy skills to research equipment, procedures and systems related to kitchen operations, and the cultural and dietary requirements of a particular cuisine</li> <li>➤ writing skills to write clear equipment specifications and develop job descriptions</li> <li>➤ communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication</li> <li>➤ numeracy skills to determine quantities of equipment and service ware required</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Prepare Tenders for Catering Contracts
Unit Code	<a href="#">CST FPS4 06 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare tenders for catering contracts.  Tenders may relate to contracts for one-off events or for the longer term provision of catering services

Elements	Performance Criteria
1. Clarify requirements of catering tenders	1.1 Interpret <b>contents of the tender brief</b> and assess in terms of the organization's capacity to meet stated requirements. 1.2 Identify and plan action required for development of the tender submission. 1.3 Identify fixed and variable costs within the brief. 1.4 Undertake liaison with the customer to clarify requirements where appropriate
2. Develop details for inclusion in tender	2.1 Develop proposed products and outcomes to meet tender requirements, including menus, food and beverage specifications, style of service, theme and decor. 2.2 Develop proposed <b>operational details</b> to meet tender requirements. 2.3 Develop accurate costing for all proposed products and services. 2.4 Develop options to meet and where possible exceed the expectations of the customer. 2.5 Evaluate possible competitors and develop appropriate strategies to address competitive issues
3. Prepare tender documents	3.1 Prepare tender documents within the designated timelines according to requirements of the brief. 3.2 Present tender documents in a format that maximises the use of presentation and promotional techniques.

Variable	Range
Contents of the tender brief may include details of:	<ul style="list-style-type: none"> <li>• services required</li> <li>• style of service</li> <li>• customers or audience</li> <li>• budget requirements</li> <li>• legal responsibilities of the contractor</li> </ul>

	<ul style="list-style-type: none"> <li>• legal responsibilities of the principal</li> <li>• operational and financial management requirements</li> </ul>
Operational details must include:	<ul style="list-style-type: none"> <li>• staffing</li> <li>• transport</li> <li>• stock control</li> <li>• equipment and resources</li> <li>• security and emergency plan</li> <li>• plans for recycling and correct and environmentally sound disposal of kitchen waste and hazardous substances</li> <li>• facilities management approaches</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• ability to prepare a tender document for a specific commercial catering contract, including effective assessment of the brief, coordination of tender details, accurate and profitable costing and professional presentation</li> <li>• knowledge of typical requirements and formats for catering tender documents</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• components typically required for catering tenders and detailed knowledge of the operational and cost issues associated with each of those components</li> <li>• quality assurance issues related to catering tenders</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• presentation techniques for tender documents</li> <li>• problem-solving skills to deal with inability to access services or products or to work out least expensive options</li> <li>• literacy skills to read information about an event or catering operation and costing</li> <li>• numeracy skills to calculate costs for the tender</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Manage finances within a Budget
Unit Code	<a href="#">CST FPS4 07 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget.

Elements	Performance Criteria
1. Allocate budget resources	1.1 Allocate funds according to <b>budget</b> and agreed priorities. 1.2 Discuss changes in income and expenditure priorities with <b>appropriate colleagues</b> prior to implementation. 1.3 Consult and inform all relevant personnel in relation to resource decisions. 1.4 Promote awareness of the importance of budget control. 1.5 Maintain detailed records of resource allocation according to organization control systems
2. Monitor financial activities against budget	2.1 Check actual income and expenditure against budgets at regular intervals. 2.2 Include financial commitments in all documentation to ensure accurate monitoring. 2.3 Identify and report deviations according to organization policy and significance of deviation. 2.4 Investigate appropriate options for more effective management of deviations. 2.5 Advise <b>appropriate colleagues</b> of budget status in relation to targets, within agreed timeframes
3. Identify and evaluate options for improved budget performance	3.1 Assess existing costs and resources and proactively identify areas for improvement. 3.2 Discuss desired budget outcomes with relevant colleagues. 3.3 Undertake appropriate <b>research to investigate new approaches to budget management</b> . 3.4 Define and communicate clearly the benefits and disadvantages of new approaches. 3.5 Take account of impacts on customer service levels and colleagues in developing new approaches. 3.6 Present recommendations for <b>budget management</b> clearly and logically to the appropriate person or department
4. Complete financial and	4.1 Complete all required <b>financial and statistical reports</b> accurately and within designated timelines.

statistical reports	<p>4.2 Produce clear and concise information to enable informed decision making.</p> <p>4.3 Forward reports promptly to the appropriate person or department</p>
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Variable	Range
Budgets may include:	<ul style="list-style-type: none"> <li>• cash budgets</li> <li>• departmental budgets</li> <li>• wage budgets</li> <li>• project budgets</li> <li>• purchasing budgets</li> <li>• sales budgets</li> <li>• cash flow budgets</li> <li>• budgets for micro, small, medium or large businesses</li> </ul>
Appropriate colleagues may include:	<ul style="list-style-type: none"> <li>• operational staff</li> <li>• managers</li> <li>• internal or external financial specialists</li> </ul>
Research to investigate new approaches may include:	<ul style="list-style-type: none"> <li>• discussions with existing suppliers</li> <li>• sourcing new suppliers</li> <li>• evaluating staffing and rostering requirements</li> <li>• reviewing operating procedures</li> <li>• potential roster changes</li> </ul>
Financial and statistical reports may relate to:	<ul style="list-style-type: none"> <li>• daily, weekly and monthly transactions and reports</li> <li>• break-up by department</li> <li>• occupancy</li> <li>• sales performance</li> <li>• commission earnings</li> <li>• sales returns</li> <li>• yield management</li> <li>• commercial account activity</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• knowledge of basic budget principles and structures</li> <li>• budgeting terminology relevant to a specific industry context</li> <li>• ability to monitor budgeted income and expenditure and to identify ways of improving budget performance</li> <li>• understanding of the main types of budgets that apply in the specific organisation or industry context</li> <li>• management of and reporting on a budget for a specific</li> </ul>

	project or operational area over a period of time so that the monitoring and implementation aspects of managing finances within a budget can be assessed
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of budgets, specifically how a budget is structured and how to interpret a budget</li> <li>• any legislative requirements in relation to disbursement of funds and record keeping</li> <li>• techniques related to maximising budget performance relevant to the organisation or industry sector</li> <li>• budgeting terminology relevant to a specific industry context</li> <li>• financial reporting procedures and cycles relevant to the organisation or industry sector</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• research, critical thinking and problem-solving skills to investigate and develop options for potential budget performance improvements</li> <li>• communication skills to discuss budget requirements and to seek and provide feedback</li> <li>• literacy skills to interpret a wide range of business and financial documents, and to create accurate budget reporting and recommendations documentation</li> <li>• numeracy skills to interpret and use budget figures in day-to-day work operations, and to develop budget estimates and scenarios for performance improvement</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Provide Mentoring Support to Business Colleagues
Unit Code	<a href="#">CST FPS4 08 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to act as a business mentor to other individuals in the industry or workplace.

Elements	Performance Criteria
1. Establish a relationship with the person being mentored	<p>1.1 Use effective communication styles to develop trust, confidence and rapport.</p> <p>1.2 Make agreements on how the mentoring relationship will be conducted, including the amount of time involved for parties, confidentiality of information and the scope of issues to be covered.</p> <p>1.3 Discuss and clarify <b>expectations and goal</b>.</p>
2. Offer mentoring support	<p>2.1 Assist the person being mentored to identify and evaluate options to achieve agreed goals.</p> <p>2.2 Share appropriate personal experiences and knowledge with the person to assist in progress towards agreed goals.</p> <p>2.3 Encourage the person to make decisions and take responsibility for the courses of action or solutions under consideration.</p> <p>2.4 Provide supportive advice and assistance in a manner that allows the person to retain responsibility for achievement of his or her own goals.</p> <p>2.5 Recognize and openly discuss <b>changes in the mentoring relationship</b>.</p> <p>2.6 Make adjustments to the relationship to take account of the needs of both parties</p>

Variable	Range
Expectations and goals for mentoring may include:	<ul style="list-style-type: none"> <li>• acquisition of specific business skills</li> <li>• progress with overall business development</li> <li>• individual professional and personal development</li> </ul>
Changes in the mentoring relationship may include:	<ul style="list-style-type: none"> <li>• inability of one party to continue participation</li> <li>• identification of a need for assistance from others with different skills</li> <li>• achievement of goals and decision to conclude the</li> </ul>



	relationship <ul style="list-style-type: none"> <li>changes in the dynamic of the relationship</li> </ul>
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Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>understanding of mentoring, its role and potential benefits</li> <li>protocols associated with a mentoring relationship, including appropriate boundaries</li> <li>typical issues and problems that might occur at given points in a mentoring relationship</li> <li>extensive knowledge and experience of the area of business in which the person being mentored operates</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>understanding of mentoring, its role and potential benefits</li> <li>protocols associated with a mentoring relationship, including appropriate boundaries</li> <li>typical issues and problems that might occur at given points in a mentoring relationship</li> <li>extensive knowledge and experience of the area of business in which the person being mentored operates</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>communication skills to develop and maintain a positive, open and mutually supportive mentoring relationship</li> <li>critical thinking skills to evaluate and generate complex ideas and concepts</li> <li>literacy skills to interpret a wide range of complex documentation</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>Interview / Written Test / Oral Questioning</li> <li>Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Develop and Update Legal Knowledge Required for Business Compliance
Unit Code	<a href="#">CST FPS4 09 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure business compliance with legislation across a broad range of operational areas. Ability to research and apply relevant legal information to business operations is the key focus of the unit. This is combined with a general knowledge of the legal framework in which businesses in different contexts operate

Elements	Performance Criteria
1. Research the legal information required for business compliance	<p>1.1 Identify <b><i>sources of relevant legal and licensing information</i></b> and advice.</p> <p>1.2 Determine compliance needs for the business by accessing, selecting and analyzing all information on relevant <b><i>legal and licensing requirements</i></b>.</p> <p>1.3 Determine risks, penalties and consequences of non-compliance</p>
2. Ensure compliance with legal requirements	<p>2.1 Assess the need for specialist legal advice and seek assistance where appropriate.</p> <p>2.2 Record and distribute relevant legal information to colleagues at appropriate times and in suitable formats for the intended audience.</p> <p>2.3 Organize information updates and training for colleagues and staff where appropriate.</p> <p>2.4 Establish and monitor <b><i>workplace systems and procedures</i></b>, including a risk management approach to ensure compliance with legal requirements.</p> <p>2.5 Identify aspects of operations that may infringe or potentially infringe laws and solicit advice on how to develop and implement modifications</p>
3. Update legal knowledge	<p>3.1 Use formal and informal research to update the legal knowledge required for business compliance.</p> <p>3.2 Share updated knowledge with colleagues and incorporates into workplace planning and operations.</p>

Variable	Range
Sources of relevant	<ul style="list-style-type: none"> <li>reference books</li> </ul>

legal and licensing information may include:	<ul style="list-style-type: none"> <li>• media</li> <li>• industry and employer associations</li> <li>• industry journals</li> <li>• internet</li> <li>• customers and suppliers</li> <li>• legal experts</li> <li>• regulatory authorities</li> <li>• local government officers</li> <li>• state or territory government departments</li> </ul>
Legal and licensing requirements may relate to:	<ul style="list-style-type: none"> <li>• liquor</li> <li>• businesses preparing and selling food</li> <li>• gaming</li> <li>• sale of travel products</li> <li>• security</li> <li>• OHS</li> <li>• industrial relations</li> <li>• taxation</li> <li>• EEO</li> <li>• anti-discrimination</li> <li>• trades</li> <li>• access to protected areas</li> </ul>
Workplace systems and procedures to ensure compliance with legislation may relate to:	<ul style="list-style-type: none"> <li>• recruitment, termination and other human resource management issues</li> <li>• food safety programs</li> <li>• in-house policies to ensure responsible service of alcohol</li> <li>• inspections and auditing</li> <li>• risk assessments</li> <li>• consumer complaint and dispute resolution processes</li> <li>• training practices</li> <li>• approval processes and protocols for various work activities</li> <li>• general work practices and work organisation approaches</li> <li>• workplace design</li> <li>• distribution of information within the organisation</li> <li>• signage</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• general knowledge of the legislation that affects business operations in a particular industry sector</li> <li>• knowledge of how to access and update the legal information required for business compliance or seek professional</li> </ul>

	<p>assistance on legal matters</p> <ul style="list-style-type: none"> <li>• demonstrated application of legal knowledge to specific workplace situations and problems</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• general knowledge of compliance provisions of legislation in the following areas to the level of depth required by an operational manager or owner-operator and in the specific context of a tourism, hospitality or events organisation:</li> <li>• legal responsibilities and liabilities of managers and directors within varying business structures</li> <li>• consumer protection and trade practices: key features of trade practices and fair trading legislation, its application in different States and Territories and key areas in which tourism and hospitality businesses must ensure compliance</li> <li>• licensing: licenses needed by various businesses and individuals within those businesses; licenses application procedures; ongoing requirements to maintain licenses, auditing and inspection regimes; and reasons for cancellation of licenses</li> <li>• contracts: differences between contracts; impacts of contract law on operators, including the specific terms and obligations of contract; methods of contractual agreement, exclusion clauses and termination of contracts</li> <li>• insurance: key business insurances required by different tourism and hospitality businesses, including public liability and workers' compensation</li> <li>• superannuation: employer responsibilities in relation to payment of superannuation for employees</li> <li>• industrial relations: rights and responsibilities of employees and employers under industrial relations legislation</li> <li>• taxation: overview of statutory reporting requirements for businesses</li> <li>• equal employment opportunity (EEO) and anti-discrimination: including key features, employer responsibilities and consequences of operating contrary to legislation</li> <li>• sources of legal information and advice in particular industry sectors</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• research skills to source and access legal information and advice</li> <li>• critical thinking skills to evaluate and apply complex information to a particular operational context</li> <li>• literacy skills to interpret complex information from varied sources</li> </ul>
Resources	Access is required to real or appropriately simulated situations,

Implication	including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Advise on Products and Services
Unit Code	<a href="#">CST FPS4 10 0912</a>
Unit Descriptor	It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Elements	Performance Criteria
1. Develop product and service knowledge	<p>1.1 Develop and maintain <b>product knowledge</b> according to <b>store policy</b> and <b>legislative requirements</b>.</p> <p>1.2 Convey product knowledge to other <b>staff</b> as required.</p> <p>1.3 Research and apply comparisons between products and services.</p> <p>1.4 Demonstrate knowledge of competitors' product and service range and <b>pricing structure</b></p>
2. Recommend specialized products or services	<p>2.1 Evaluate merchandise according to <b>customer requirements</b>.</p> <p>2.2 Demonstrate features and benefits of products and services to <b>customer</b> to create a buying environment.</p> <p>2.3 Apply detailed specialised knowledge of product to provide accurate advice to customers.</p>

Variable	Range
Product knowledge may include:	<ul style="list-style-type: none"> <li>• brand options</li> <li>• product features and benefits</li> <li>• warranties</li> <li>• safety features</li> <li>• use-by dates</li> <li>• handling and storage requirements</li> <li>• stock availability</li> <li>• price</li> </ul>
Product knowledge may be developed and maintained by:	<ul style="list-style-type: none"> <li>• accessing the internet</li> <li>• attending product launches</li> <li>• attending product seminars</li> <li>• discussions with staff</li> <li>• accessing product information booklets and pamphlets</li> </ul>

Store policy and procedures in regard to:	<ul style="list-style-type: none"> <li>• interaction with customers</li> <li>• selling products and services</li> </ul>
Legislative requirements may include:	<ul style="list-style-type: none"> <li>• Trade Practices and Fair Trading Acts</li> <li>• tobacco laws</li> <li>• liquor laws</li> <li>• lottery legislation</li> <li>• industry codes of practice</li> <li>• OHS</li> <li>• sale of second-hand goods</li> <li>• sale of X and R rated products</li> <li>• trading hours</li> <li>• transport, storage and handling of goods</li> </ul>
Staff may include:	<ul style="list-style-type: none"> <li>• full-time, part-time or casual</li> <li>• under contract</li> <li>• people with varying degrees of language and literacy</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• people with a range of responsibilities and job descriptions</li> </ul>
Customer requirements may include:	<ul style="list-style-type: none"> <li>• specific brand</li> <li>• sizing</li> <li>• quality</li> <li>• quantity</li> <li>• price range</li> <li>• usage</li> </ul>
Customers may include:	<ul style="list-style-type: none"> <li>• new or repeat contacts</li> <li>• external and internal contacts</li> <li>• customers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> </ul>
Pricing structure may include:	<ul style="list-style-type: none"> <li>• sales reductions</li> <li>• pricing procedures, including GST requirements</li> <li>• mark-downs</li> </ul>

### Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• consistently applies store policies and procedures and industry codes of practice in regard to customer service and</li> </ul>
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	<p>selling products and services</p> <ul style="list-style-type: none"><li>• develops, maintains and conveys product knowledge to customers and other staff</li><li>• applies detailed and specialized product knowledge to provide accurate advice according to the needs of the customer</li></ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"><li>• specialized product knowledge, including:<ul style="list-style-type: none"><li>➤ warranties</li><li>➤ benefits and features</li><li>➤ shelf life and use-by date</li><li>➤ storage requirements</li><li>➤ ingredients or materials contained in product</li><li>➤ product and ingredient origins</li><li>➤ care and handling of products</li><li>➤ corresponding or complementary products and services</li><li>➤ stock availability</li></ul></li><li>• store and industry manuals and documentation</li><li>• stock and merchandise range</li><li>• service range</li><li>• procedures for taking orders</li><li>• pricing procedures, including GST requirements</li><li>• other relevant policies and procedures</li><li>• relevant legislation and statutory requirements</li><li>• relevant industry codes of practice</li></ul>		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>➤ convey product knowledge to staff</li><li>➤ apply knowledge to provide advice to customers</li><li>➤ handle difficult customers through clear and direct communication</li><li>➤ ask questions to identify and confirm requirements</li><li>➤ share information</li><li>➤ use language and concepts appropriate to cultural differences</li><li>➤ use and interpret non-verbal communication</li><li>➤ using a range of communication and electronic equipment</li><li>➤ accessing relevant product and service information</li></ul></li><li>• literacy skills in regard to:<ul style="list-style-type: none"><li>➤ reading and understanding product information</li><li>➤ reading and understanding store policies and procedures</li><li>➤ recording information</li></ul></li></ul>		
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	<ul style="list-style-type: none"> <li>numerical skills in regard to: <ul style="list-style-type: none"> <li>➤ estimating and calculating costs relevant to pricing products</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>Interview / Written Test / Oral Questioning</li> <li>Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Create and Use Databases
Unit Code	<a href="#">CST FPS4 11 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.

Elements	Performance Criteria
1. Create a simple database	<p>1.1. Design a simple database, with at least two tables, using a <b>database application, basic design principles, software functions</b> and <b>simple formulae</b></p> <p>1.2. Develop a table with fields and attributes according to database usage, as well as <b>data</b> considerations and user requirements</p> <p>1.3. Create a primary key for each table</p> <p>1.4. Modify table layout and field attributes as required</p> <p>1.5. Create a relationship between the two tables</p> <p>1.6. <b>Check and amend data</b> entered, in accordance with organizational and task requirements</p>
2. Create reports and queries	<p>2.1. Determine information output, database tables to be used and <b>report layout</b> to meet task requirements</p> <p>2.2. Determine data groupings, search and sort criteria to meet task requirements</p> <p>2.3. Run reports and queries to check that results and formulae provide the required data</p> <p>2.4. Modify reports to include or exclude additional requirements</p>
3. Use database	<p>3.1. Ensure data input meets <b>designated time lines</b> and organizational requirements for speed and accuracy</p> <p>3.2. Use manuals, user documentation and online help to overcome problems with database design and production</p> <p>3.3. Preview, adjust and <b>print</b> database reports or forms in accordance with organizational and task requirements</p> <p>3.4. Name and <b>store databases</b>, in accordance with organizational requirements, and exit application without data loss or damage</p> <p>3.5. Prepare and distribute reports to appropriate person in a suitable format</p>

Variable	Range
Database applications may include:	<ul style="list-style-type: none"> <li>• commercial database applications</li> <li>• organizational specific database applications</li> </ul>
Basic design principles may include:	<ul style="list-style-type: none"> <li>• naming conventions</li> <li>• data layout</li> <li>• formatting</li> <li>• database use</li> <li>• required output</li> <li>• reporting and presentation requirements</li> </ul>
Software functions may include:	<ul style="list-style-type: none"> <li>• adding, deleting, moving, re-labelling fields</li> <li>• altering field widths</li> <li>• calculating, using formula</li> <li>• data protection</li> <li>• field definitions and attributes</li> <li>• formatting fields</li> <li>• formatting text</li> <li>• headers and footers</li> <li>• inserting and deleting blank lines and spaces</li> <li>• repeating (if available)</li> <li>• table, form and report wizards</li> </ul>
Simple formulae may include:	<ul style="list-style-type: none"> <li>• average</li> <li>• count</li> <li>• division</li> <li>• maximum</li> <li>• minimum</li> <li>• multiplication</li> <li>• subtraction</li> <li>• sum</li> <li>• combinations of above</li> </ul>
Data may include:	<ul style="list-style-type: none"> <li>• numbers</li> <li>• text</li> </ul>
Checking and amending data may include:	<ul style="list-style-type: none"> <li>• accuracy of data</li> <li>• accuracy of formulae with calculator</li> <li>• ensuring instructions with regard to content and format have been followed</li> <li>• outcome of sorting or filtering</li> <li>• proofreading</li> <li>• spelling, electronically and manually</li> </ul>
Report layout may include:	<ul style="list-style-type: none"> <li>• alignment on page</li> <li>• columns</li> </ul>

	<ul style="list-style-type: none"> <li>• enhancements to format - borders, patterns and colours</li> <li>• enhancements to text</li> <li>• formatting provided through use of a wizard or other automated process</li> <li>• headers/footers</li> <li>• logical ordering of data</li> <li>• tables</li> </ul>
Designated time lines may include:	<ul style="list-style-type: none"> <li>• time line agreed with internal or external client</li> <li>• time line agreed with supervisor or person requiring database</li> </ul>
Printing may include:	<ul style="list-style-type: none"> <li>• forms</li> <li>• queries</li> <li>• records</li> <li>• reports</li> <li>• tables</li> </ul>
Storing databases may include:	<ul style="list-style-type: none"> <li>• authorized access</li> <li>• filing locations</li> <li>• naming conventions</li> <li>• organizational policy for backing up files</li> <li>• organizational policy for filing hard copies of databases</li> <li>• security</li> <li>• storage in electronic folders and sub-folders</li> <li>• storage on disk drives, CD-ROM, back-up tapes</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• creating simple databases and queries</li> <li>• manipulating data using queries</li> <li>• formatting data into a final version</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:</li> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• privacy laws</li> <li>• occupational health and safety</li> <li>• organizational requirements relating to data entry, storage and presentation</li> </ul>
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• numeracy skills to create simple queries and to use simple</li> </ul>

	<p>formulae</p> <ul style="list-style-type: none"> <li>• planning and organizing skills to develop effective databases</li> <li>• problem- solving skills to address inconsistencies in data and issues in database, and to query structures</li> </ul>
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• access to sample data</li> </ul>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of authenticated documents from the workplace or training environment</li> <li>• demonstration of techniques</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Design and Produce Business Documents
Unit Code	<a href="#">CST FPS4 12 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

Elements	Performance Criteria
1. Select and prepare resources	1.1. Select and use appropriate <b>technology</b> and <b>software</b> applications to produce required <b>business documents</b> 1.2. Select layout and style of publication according to information and <b>organizational requirements</b> 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organizational requirements 2.2. Design document to ensure efficient entry of information and to maximize the presentation and appearance of information 2.3. Use a range of <b>functions</b> to ensure consistency of design and layout 2.4. Operate <b>input devices</b> within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organizational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalize document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. <b>Name</b> and <b>store</b> document in accordance with organizational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements
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Variable	Range
Technology may include:	<ul style="list-style-type: none"> <li>• computers</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>
Software may include:	<ul style="list-style-type: none"> <li>• accounting packages</li> <li>• database packages</li> <li>• presentation packages</li> <li>• spreadsheet packages</li> <li>• word processing packages</li> </ul>
Business documents may include:	<ul style="list-style-type: none"> <li>• accounts statements</li> <li>• client databases</li> <li>• newsletters</li> <li>• project reviews</li> <li>• proposals</li> <li>• reports</li> <li>• web pages</li> </ul>
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• budgets</li> <li>• correctly identifying and opening files</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• locating data</li> <li>• log-on procedures</li> <li>• manufacturers' guidelines</li> <li>• occupational health and safety policies, procedures and programs</li> <li>• quality assurance and/or procedures manuals</li> <li>• saving and closing files</li> <li>• security</li> <li>• storing data</li> </ul>
Functions may include:	<ul style="list-style-type: none"> <li>• alternating headers and footers</li> <li>• editing</li> <li>• merging documents</li> <li>• spell checking</li> <li>• table formatting</li> <li>• using columns</li> <li>• using styles</li> </ul>
Input devices may include:	<ul style="list-style-type: none"> <li>• keyboard</li> <li>• mouse</li> <li>• numerical key pad</li> <li>• scanner</li> </ul>
Naming documents may include:	<ul style="list-style-type: none"> <li>• appropriate file type</li> <li>• authorized access</li> <li>• file names according to organizational procedure e.g. numbers rather than names</li> </ul>

	<ul style="list-style-type: none"> <li>• file names which are easily identifiable in relation to the content</li> <li>• file/directory names which identify the operator, author, section, date etc</li> <li>• filing locations</li> <li>• organizational policy for backing up files</li> <li>• organizational policy for filing hard copies of documents</li> <li>• security</li> </ul>
Storing documents may include:	<ul style="list-style-type: none"> <li>• storage in directories and sub-directories</li> <li>• storage on CD-ROMs, disk drives or back-up systems</li> <li>• storing/filing hard copies of computer generated documents</li> <li>• storing/filing hard copies of incoming and outgoing facsimiles</li> <li>• storing/filing incoming and outgoing correspondence</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document</li> <li>• using appropriate data storage options</li> <li>• knowledge of the functions and features of contemporary computer applications</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• appropriate technology for production requirements</li> <li>• functions and features of contemporary computer applications</li> <li>• organizational policies, plans and procedures</li> <li>• organizational requirements for document design e.g. style guide</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• keyboarding and computer skills to complete a range of formatting and layout tasks</li> <li>• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organizational requirements</li> <li>• numeracy skills to access and retrieve data</li> <li>• problem-solving skills to determine document design and production processes</li> </ul>
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• access to examples of style guides and organizational procedures</li> </ul>
Assessment	Competency may be assessed through:



Methods	<ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of final printed documents</li> <li>• demonstration of techniques</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of software applications</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Produce Desktop Published Documents
Unit Code	<a href="#">CST FPS4 13 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.

Elements	Performance Criteria
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing <b>ergonomic requirements</b> and using <b>work organization strategies</b> 1.2. Use <b>energy and resource conservation techniques</b> 1.3. Identify <b>document</b> purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify <b>organizational and task requirements</b> for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. <b>Design</b> content <b>structure and layout</b> to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure <b>consistency of design and layout</b> 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to organizational and task requirements
4. Finalize desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. <b>Name and store</b> text documents, in accordance with organizational requirements and exit the application without information loss/damage 4.5. Prepare text documents within <b>designated time lines</b> and

	<p>organizational requirements for speed and accuracy</p> <p>4.6. Use manuals, user documentation and online help to overcome problems with document design and production</p>
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Variable	Range
Ergonomic requirements may include:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
Work organization strategies may include:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> </ul>
Energy and resource conservation techniques may include:	<ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• utilizing power-save options for equipment</li> </ul>
Documents may include:	<ul style="list-style-type: none"> <li>• brochures</li> <li>• calendars</li> <li>• faxes</li> <li>• flyers</li> <li>• forms</li> <li>• mail merge documents, including labels</li> <li>• memos</li> <li>• multi-page letters</li> <li>• promotional material</li> <li>• reports</li> <li>• schedules</li> <li>• tables</li> </ul>
Organizational and task requirements may include:	<ul style="list-style-type: none"> <li>• company colour scheme</li> <li>• company logo</li> <li>• consistent corporate image</li> <li>• content restrictions</li> <li>• established guidelines and procedures for document production</li> <li>• house styles</li> <li>• observing copyright legislation</li> <li>• organization name, time, date, document title, filename or other fields in headers and footers</li> </ul>

	<ul style="list-style-type: none"> <li>• templates</li> </ul>
Design may include:	<ul style="list-style-type: none"> <li>• balance</li> <li>• diversity</li> <li>• relative positioning of graphics, headings and white space</li> <li>• simplicity</li> <li>• text flow</li> <li>• typography</li> </ul>
Structure and layout may include:	<ul style="list-style-type: none"> <li>• boxes</li> <li>• colour</li> <li>• columns</li> <li>• drawing</li> <li>• graphics</li> <li>• headings</li> <li>• letter and memo conventions</li> <li>• page layout</li> <li>• photographs</li> <li>• typeface</li> <li>• white space</li> </ul>
Consistency of design and layout may include:	<ul style="list-style-type: none"> <li>• annotated references</li> <li>• borders</li> <li>• bulleted and numbered lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• footnotes and endnotes</li> <li>• indentations</li> <li>• page numbers</li> <li>• spacing</li> <li>• font styles and point size</li> </ul>
Naming and storing documents may include:	<ul style="list-style-type: none"> <li>• authorized access</li> <li>• file and folder names which identify requirements such as the operator, author, section or date</li> <li>• filing locations</li> <li>• file names according to organizational procedure</li> <li>• file names which are easily identifiable in relation to the content</li> <li>• organizational policy for backing up files storage in folders and sub-folders</li> <li>• organizational policy for filing hard copies of documents</li> <li>• security and password protection</li> <li>• storage on disk drives, USBs, CD-ROM, tape back-up to server</li> </ul>
Designated time lines may include:	<ul style="list-style-type: none"> <li>• time line agreed with internal or external client</li> <li>• time line agreed with supervisor or person requiring document</li> <li>• organizational time line e.g. deadline requirements</li> </ul>

## Evidence Guide

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Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• knowledge of document design and layout principles</li> <li>• producing desktop published documents</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• energy and resource conservation techniques</li> <li>• organizational requirements for ergonomics, work periods and breaks</li> <li>• organizational style guides</li> <li>• purposes, uses and functions of desktop publishing software</li> <li>• styles and their effect on formatting, readability and appearance of document</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to clarify requirements of documents</li> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• editing and proofreading skills to check own work for accuracy against original</li> <li>• keyboarding skills to enter text and numerical data</li> <li>• literacy skills to read and understand the organization's procedures and to use models or exemplars to produce a range of documents</li> <li>• problem-solving skills to edit documents and to resolve issues of consistency of design</li> </ul>
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to office equipment and resources in a workplace or simulated environment</li> <li>• access to samples of relevant workplace desktop published documents</li> </ul>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of desktop published documents</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of desktop publishing software functions</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Use Business Technology
Unit Code	<a href="#">CST FPS4 14 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organize information and data

Elements	Performance Criteria
1. Select and use technology	<p>1.1. Select appropriate <b>technology</b> and <b>software applications</b> to achieve the requirements of the task</p> <p>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.3. Use technology according to <b>organizational requirements</b> and in a way which promotes a safe work environment</p>
2. Process and organize data	<p>2.1. Identify, open, generate or amend files and records according to task and organizational requirements</p> <p>2.2. Operate <b>input devices</b> according to organizational requirements</p> <p>2.3. <b>Store data</b> appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications</p>
3. Maintain technology	<p>3.1. Identify and replace used <b>technology consumables</b> in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. Carry out and/or arrange <b>routine maintenance</b> to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. <b>Identify equipment faults</b> accurately and take action in accordance with manufacturer's instructions or report fault to designated person</p>

Variable	Range
Technology may include:	<ul style="list-style-type: none"> <li>• computer technology, such as laptops and personal computers</li> <li>• digital cameras</li> <li>• modems</li> <li>• printers</li> </ul>

	<ul style="list-style-type: none"> <li>• scanners</li> <li>• zip drives</li> <li>• photocopiers</li> <li>• shredders</li> <li>• binders</li> <li>• laminators</li> <li>• cutters</li> </ul>
Software applications may include:	<ul style="list-style-type: none"> <li>• email, internet</li> <li>• word processing, spreadsheet, database, accounting or presentation packages</li> </ul>
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• correctly identifying and opening files</li> <li>• legal and organization policies, guidelines and requirements</li> <li>• locating data</li> <li>• log-on procedures</li> <li>• manufacturer's guidelines</li> <li>• OHS policies, procedures and programs</li> <li>• saving and closing files</li> <li>• storing data</li> </ul>
Input devices may include:	<ul style="list-style-type: none"> <li>• keyboard</li> <li>• mouse</li> <li>• numerical key pad</li> <li>• scanner</li> </ul>
Storage of data may include:	<ul style="list-style-type: none"> <li>• appropriate storage/filing of hard copies of computer generated documents</li> <li>• storage in directories and sub-directories</li> <li>• storage on CD-ROMs, hard and floppy disk drives or back-up systems</li> </ul>
Technology consumables may include:	<ul style="list-style-type: none"> <li>• back-up tapes</li> <li>• CD-ROM</li> <li>• floppy disks</li> <li>• print heads</li> <li>• printer ribbons and cartridges</li> <li>• toner cartridges</li> <li>• zip disks</li> </ul>
Routine maintenance may include:	<ul style="list-style-type: none"> <li>• in-house cleaning and servicing of equipment according to manufacturer's guidelines</li> <li>• periodic servicing by qualified or manufacturer approved, technician</li> <li>• regular checking of equipment</li> <li>• replacing consumables</li> </ul>
Identifying equipment faults	<ul style="list-style-type: none"> <li>• checking repairs have been carried out</li> </ul>

may include:	<ul style="list-style-type: none"> <li>• encouraging feedback from work colleagues</li> <li>• keeping a log book of detected faults</li> <li>• preparing a maintenance program</li> <li>• regular back-ups of data</li> <li>• regular OHS inspections</li> <li>• routine checking of equipment</li> </ul>
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• selection and application of appropriate equipment and software applications in relation to assigned task/s</li> <li>• access, retrieval and storage of required data</li> <li>• performance of basic maintenance on a range of office equipment</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ occupational health and safety (OHS)</li> <li>➤ organizational policies, plans and procedures, especially in regard to file-naming and storage conventions</li> <li>➤ organizational IT procedures including back-up and virus protection procedures</li> <li>➤ basic technical terminology in relation to reading help-files and manuals</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions</li> <li>• communication skills to request advice, to receive feedback and to work with a team</li> <li>• problem-solving skills to solve routine technology problems</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>



Occupational Standard: Food Production Supervision Level IV	
Unit Title	Interpret Financial Information
Unit Code	<a href="#">CST FPS4 15 0912</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. The unit focuses on understanding key financial terminology, different types of financial reports and on how financial information is used in the management of a business

Elements	Performance Criteria
1. Access and interpret financial information	<p>1.1 Identify and use relevant business performance indicators and benchmarks for decision-making purposes.</p> <p>1.2 Identify the range of <b>financial information</b> and reports required to monitor business performance effectively on a day-to-day operational management level.</p> <p>1.3 Access and review relevant <b>financial information</b> at appropriate times according to organization policy and financial reporting periods.</p> <p>1.4 Interpret <b>financial information</b> correctly</p>
2. Apply financial information to work activities	<p>2.1 Identify <b>financial information</b> that applies to particular areas of work operation.</p> <p>2.2 Review <b>financial information</b> in terms of its impact on day-to-day work operations and take action accordingly.</p> <p>2.3 Share appropriate <b>financial information</b> with colleagues in a timely manner.</p>

Variable	Range
Financial information:	<p>must include:</p> <ul style="list-style-type: none"> <li>• source documents</li> <li>• journal entries</li> <li>• transaction reports</li> <li>• account summaries and balances</li> <li>• balance sheets</li> <li>• profit and loss statements</li> <li>• invoices</li> <li>• budget reports</li> <li>• expenditure reports (labor or non-labor)</li> </ul> <p>may include:</p>

	<ul style="list-style-type: none"> <li>• trial balance</li> <li>• receivable reports</li> <li>• purchase summary reports</li> <li>• stock reports</li> <li>• variance reports</li> <li>• wastage reports</li> <li>• sales reports</li> <li>• supporting reports, such as covers, occupancy rates, staff costs and units sold</li> <li>• business activity statements</li> <li>• labor and wages reports</li> <li>• cash flow reports</li> <li>• bank statements</li> <li>• bank deposit documentation</li> <li>• merchant statements</li> <li>• transaction exemption reports</li> <li>• cheque books</li> <li>• credit card transaction statements</li> <li>• banking summaries</li> <li>• merchant summaries</li> </ul>
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Evidence Guide			
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>• understanding of the accounting process and of key accounting terminology</li> <li>• ability to interpret financial information and determine the relationship between the information and the performance of a business</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• understanding of the basic features of accounting and how it provides information for business management, including:</li> <li>• charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense</li> <li>• basic rules underpinning double-entry accounting and the concept of debits and credits</li> <li>• accrual versus cash accounting</li> <li>• profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information an operational manager should look for</li> </ul>		
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	<ul style="list-style-type: none"> <li>• reporting periods, including variations different financial years observed by different businesses</li> <li>• concept of reconciliations</li> <li>• concept of costing, including fixed and variable costs</li> <li>• general features of computerized accounting packages, including the types of packages suitable for different industry sectors</li> <li>• overview of the financial record-keeping process and key terminology, including: <ul style="list-style-type: none"> <li>• ledgers, subsidiary ledgers and journals</li> <li>• transactions, receipts and disbursements</li> <li>• invoices, accounts payable, debtors and creditors</li> <li>• reconciliations, including purpose, different types of reconciliation and the impact of un presented cheques, bank charges, direct debits and credits on reconciliations</li> <li>• cash flow</li> <li>• financial terminology used specific to different industry sectors, e.g. average spend, cover, ullage and Travel Compensation Fund requirements</li> </ul> </li> <li>• overview of GST accounting and reporting processes for business and the impact of this on day-to-day operations</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• critical thinking skills to evaluate financial information and determine its impact and importance for day-to-day workplace operations</li> <li>• literacy skills to interpret a wide range of business documentation</li> <li>• numeracy skills to interpret and use financial reports</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">CST FPS4 16 0912</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Set objectives	<p>1.1 <b>Objectives</b> are consistent with and linked to work activities in accordance with organizational aims</p> <p>1.2 Objectives are stated as measurable targets with clear time frames</p> <p>1.3 Support and commitment of team members are reflected in the objectives</p> <p>1.4 Realistic and attainable objectives are identified</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions</p> <p>2.4 <b>Resources</b> are allocated as per requirements of the activity</p> <p>2.5 <b>Schedule of work activities</b> is coordinated with personnel concerned</p>
3. Implement work plans	<p>3.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned</p> <p>3.2 <b>Work plans</b> are implemented in accordance with set time frames, resources and <b>standards</b></p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives</p> <p>4.2 Work performance is monitored</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards</p> <p>4.4 Reporting requirements are complied with in accordance with recommended format</p> <p>4.5 Observe timeliness of report</p> <p>4.6 Files are established and maintained in accordance with standard operating procedures</p>

5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information</p> <p>5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to <b>appropriate personnel/authorities</b></p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies</p>
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Variable	Range
Objectives	<ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	<ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual</li> <li>• Regular</li> </ul>
Work methods and practices	<ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>
Work plans	<ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Standards	<ul style="list-style-type: none"> <li>• Performance targets</li> <li>• Performance management and evaluation systems</li> <li>• Occupational standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards</li> <li>• Safety Standards</li> </ul>
Appropriate personnel/ authorities	<ul style="list-style-type: none"> <li>• Appropriate personnel include:</li> <li>• Management</li> <li>• Line Staff</li> </ul>
Feedback mechanisms	<p>Feedback mechanisms include:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey</li> <li>• Group discussion</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• set objectives</li> <li>• planned and scheduled work activities</li> <li>• implemented work plans</li> <li>• monitored work activities</li> <li>• reviewed and evaluated work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill of:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Leading</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Communication Skills</li> <li>• Inter-and intra-person/motivation skills</li> <li>• Presentation skills</li> </ul>
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• Workplace or fully equipped location with necessary tools and equipment as well as consumable materials</li> </ul>
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration</li> </ul>
Context for Assessment	<p>Competence may be assessed in the workplace or in simulated workplace setting</p>

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	<a href="#">CST FPS4 17 0912</a>
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	<p>1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills.</p> <p>1.2 New or upgraded technology skills are acquired and used to enhance learning.</p> <p>1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.</p>
2. Apply functions of technology to assist in solving organizational problems	<p>2.1 Testing of new or upgraded equipment is conducted according to the specification manual.</p> <p>2.2 Features of new or upgraded equipment are applied within the organization</p> <p>2.3 Features and functions of new or upgraded equipment is used for solving organizational problems</p> <p>2.4 Sources of information is accessed and used relating to new or upgraded equipment</p>
3. Evaluate new or upgraded technology performance	<p>3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards.</p> <p>3.2 <b>Environmental considerations</b> are determined from new or upgraded equipment.</p> <p>3.3 <b>Feedback</b> is sought from users where appropriate.</p>

Variables	Range
Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body
Feedback	May include surveys, questionnaires, interviews and meetings.

<b>Evidence Guide</b>	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>• Knowledge of vendor product directions</li> <li>• Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>• Current industry products/services, procedures and techniques with knowledge of general features</li> <li>• Information gathering techniques</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• Research skills for identifying broad features of new technologies</li> <li>• Ability to assist in the decision making process</li> <li>• Literacy skills in regard to interpretation of technical manuals</li> <li>• Ability to solve known problems in a variety of situations and locations</li> <li>• Evaluate and apply new technology to assist in solving organizational problems</li> <li>• General analytical skills in relation to known problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Demonstration/ Observation with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.



Occupational Standard: Food Production Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">CST FPS4 18 0912</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are <b>sourced</b> and <b>legislated requirements</b> identified. 1.2 Quality specifications developed and agreed upon 1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy 1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1. Critical control points impacting on quality are identified. 2.2. Degree of risk for each hazard is determined. 2.3. Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality. 3.2 Hazards and risks are minimized through application of appropriate controls. 3.3 Processes to monitor the effectiveness of quality assurance procedures are developed.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors. 4.2 Instructions are prepared in accordance with the enterprise's quality assurance program. 4.3 Staff and contractors are given induction training on the quality assurance policy. 4.4 Staff and contractors are given in-service training relevant to their allocated procedures.
5. Monitor quality of work outcome	5.1 Quality requirements are identified 5.2 Inputs are inspected to confirm capability to meet quality requirements

	<p>5.3 Work is conducted to produce required outcomes</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements</p> <p>6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements</p> <p>6.3 Corrective action is taken within level of responsibility, to maintain quality standards</p> <p>6.4 Quality issues are raised with designated personnel</p>
7. Report problems that affect quality	<p>7.1 Recognize potential or existing quality problems.</p> <p>7.2 Identify instances of variation in quality from specifications or work instructions.</p> <p>7.3 Report variation and potential problems to supervisor/manager according to enterprise guidelines.</p>

Variable	Range
Sourced	<ul style="list-style-type: none"> <li>• End-users</li> <li>• Customers or stakeholders</li> </ul>
Legislated requirements	<ul style="list-style-type: none"> <li>• Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.</li> </ul>
Safety procedures.	<ul style="list-style-type: none"> <li>• Use of tools and equipment for fabrication/production/manufacturing works</li> <li>• Workplace environment and handling of material safety,</li> <li>• Following occupational health and safety procedures designated for the task</li> <li>• Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works</li> </ul>

Evidence Guide	
Critical Aspect of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Monitored quality of work</li> <li>• Established quality specifications for product</li> <li>• Participated in maintaining and improving quality at work</li> <li>• Identified hazards and critical control points in the production of quality product</li> <li>• Assisted in planning of quality assurance procedures</li> <li>• Reported problems that affect quality</li> <li>• Implemented quality assurance procedures</li> </ul>

Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• work and product quality specifications</li> <li>• quality policies and procedures</li> <li>• improving quality at work</li> <li>• hazards and critical points of operation</li> <li>• obtaining and using information</li> <li>• applying federal and regional legislation within day-to-day work activities</li> <li>• accessing and using management systems to keep and maintain accurate records</li> <li>• requirements for correct preparation and operation</li> <li>• technical writing</li> </ul>
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> <li>• monitoring quality of work</li> <li>• establishing quality specifications for product</li> <li>• participating in maintaining and improving quality at work</li> <li>• identifying hazards and critical control points in the production of quality product</li> <li>• assisting in planning of quality assurance procedures</li> <li>• reporting problems that affect quality</li> <li>• implementing quality assurance procedures</li> </ul>
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• Workplace or fully equipped environment with necessary tools and equipment as well as consumable materials</li> </ul>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/ Written exam / Oral questioning</li> <li>• Observation/Demonstration</li> </ul>
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">CST FPS4 19 0912</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of Competence are maintained within organizational requirement</p>

4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> <li>• Coaching, monitoring and/or supervision</li> <li>• Formal/informal learning program</li> <li>• Internal/external training provision</li> <li>• Work experience/exchange/opportunities</li> <li>• Personal study</li> <li>• Career planning/development</li> <li>• Performance evaluation</li> <li>• Workplace skills assessment</li> <li>• Recognition of prior learning</li> </ul>
Organizational requirements	<ul style="list-style-type: none"> <li>• Quality assurance and/or procedures manuals</li> <li>• Goals, objectives, plans, systems and processes</li> <li>• Legal and organizational policy/guidelines and requirements</li> <li>• Safety policies, procedures and programs</li> <li>• Confidentiality and security requirements</li> <li>• Business and performance plans</li> <li>• Ethical standards</li> <li>• Quality and continuous improvement processes and standards</li> </ul>
Feedback on performance	<ul style="list-style-type: none"> <li>• Formal/informal performance evaluation</li> <li>• Obtaining feedback from supervisors and colleagues</li> <li>• Obtaining feedback from clients</li> <li>• Personal and reflective behavior strategies</li> <li>• Routine and organizational methods for monitoring service delivery</li> </ul>
Learning delivery methods	<ul style="list-style-type: none"> <li>• On the job coaching or monitoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and monitoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques to obtain and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> <li>• reading and understanding a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation</li> <li>• communication including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• planning skills to organize required resources and equipment to meet learning needs</li> <li>• coaching and mentoring skills to provide support to colleagues</li> <li>• reporting to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitation to conduct small group training sessions</li> <li>• relating to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">CST FPS4 20 0912</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	<p>1.1 Specific communication needs of clients and colleagues are identified and met</p> <p>1.2 Different approaches are used to meet communication needs of clients and colleagues</p> <p>1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization</p>
2. Contribute to the development of communication strategies	<p>2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required</p> <p>2.2 Channels of communication are established and reviewed regularly</p> <p>2.3 Coaching in effective communication is provided</p> <p>2.4 Work related network and relationship are maintained as necessary</p> <p>2.5 Negotiation and conflict resolution strategies are used where required</p> <p>2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives</p>
3. Represent the organization	<p>3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>3.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>3.3 Appropriate media is utilized to enhance presentation</p> <p>3.4 Differences in views are respected</p> <p>3.5 Written communication is consistent with organizational standards</p> <p>3.6 Inquiries are responded in a manner consistent with organizational standard</p>

4. Facilitate group discussion	<p>4.1 Mechanisms which enhance <b>effective group interaction</b> are defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>4.4 Relevant information are provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <b>interview situations</b></p> <p>5.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>

Variable	Range
Strategies	<ul style="list-style-type: none"> <li>Recognizing own limitations</li> <li>Utilizing techniques and aids</li> <li>Providing written drafts</li> <li>Verbal and non verbal communication</li> </ul>
Effective group interaction	<ul style="list-style-type: none"> <li>Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>Using active listening</li> <li>Making decision about appropriate words, behavior</li> <li>Putting together response which is culturally appropriate</li> <li>Expressing an individual perspective</li> <li>Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
Types of Interview	<ul style="list-style-type: none"> <li>Related to staff issues</li> <li>Routine</li> <li>Confidential</li> <li>Evidential</li> <li>Non-disclosure</li> <li>Disclosure</li> </ul>
Interview situations	<ul style="list-style-type: none"> <li>Establish rapport</li> <li>obtain facts and information</li> <li>Facilitate resolution of issues</li> <li>Develop action plans</li> <li>Diffuse potentially difficult situation</li> </ul>



Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Demonstrated effective communication skills with clients and work colleagues accessing service</li> <li>• Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Values	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• communication process</li> <li>• dynamics of groups and different styles of group leadership</li> <li>• communication skills relevant to client groups</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• full range of communication techniques including: <ul style="list-style-type: none"> <li>➢ active listening</li> <li>➢ feedback</li> <li>➢ interpretation</li> <li>➢ role boundaries setting</li> <li>➢ negotiation</li> <li>➢ establishing empathy</li> <li>➢ communication strategies</li> </ul> </li> <li>• communication required to fulfill job roles as specified by the organization</li> </ul>
Resource Implications	Access to appropriate workplace where assessment can take place
Methods of Assessment	<p>Competence may be assessed through</p> <ul style="list-style-type: none"> <li>• Direct observation / demonstration</li> <li>• Oral Interview</li> </ul>
Context for Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	<a href="#">CST FPS4 21 0912</a>
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	<p>1.1 Work requirements for a given time period are identified taking into consideration <b>resources</b> and constraints</p> <p>1.2 Work activities are prioritized based on business needs, requirements and deadlines</p> <p>1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency</p>
2. Monitor and manage work	<p>2.1 People, resources and/or equipment are coordinated to provide optimum results</p> <p>2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to <b>business goals</b> or timelines</p> <p>2.3 <b>Problem solving techniques</b> are applied to work situations to overcome difficulties and achieve positive outcomes</p>
3. Develop effective work habits	<p>3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate <b>time management strategies</b></p> <p>3.2 Input from <b>internal and external sources</b> is sought and used to develop and refine new ideas and approaches</p> <p>3.3 Business or inquiries are responded to promptly and effectively</p> <p>3.4 Information is presented in a format appropriate to the industry and audience</p>
4. Interpret financial information	<p>4.1 Relevant documents and reports are identified</p> <p>4.2 Documents and reports are read and understood and any implications discussed with appropriate persons</p> <p>4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled</p> <p>4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements</p> <p>4.5 Invoices and payments are prepared and distributed in a timely manner and in accordance with legal requirements</p>

5. Evaluate work performance	4.6 Outstanding accounts are collected or followed-up on
	5.1 Opportunities for improvements are monitored according to business demands
	5.2 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements
	5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation
	5.4 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions

Variable	Range
Resources may include:	<ul style="list-style-type: none"> <li>• staff</li> <li>• money</li> <li>• time</li> <li>• equipment</li> <li>• space</li> </ul>
Business goals may include:	<ul style="list-style-type: none"> <li>• sales targets</li> <li>• budgetary targets</li> <li>• team and individual goals</li> <li>• production targets</li> <li>• reporting deadlines</li> </ul>
Problem solving techniques may include:	<ul style="list-style-type: none"> <li>• gaining additional research and information to make better informed decisions</li> <li>• looking for patterns</li> <li>• considering related problems or those from the past and how they were handled</li> <li>• eliminating possibilities</li> <li>• identifying and attempting sub-tasks</li> <li>• collaborating and asking for advice or help from additional sources</li> </ul>
Time management strategies may include:	<ul style="list-style-type: none"> <li>• prioritizing and anticipating</li> <li>• short term and long term planning and scheduling</li> <li>• creating a positive and organized work environment</li> <li>• clear timelines and goal setting that is regularly reviewed and adjusted as necessary</li> <li>• breaking large tasks into smaller tasks</li> <li>• getting additional support if identified and necessary</li> </ul>
Internal and external sources may include:	<ul style="list-style-type: none"> <li>• staff and colleagues</li> <li>• management, supervisors, advisors or head office</li> <li>• relevant professionals such as lawyers, accountants, management consultants</li> <li>• professional associations</li> </ul>

### Evidence Guide

Critical Aspects of	A person must be able to demonstrate:
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Competence	<ul style="list-style-type: none"> <li>• ability to identify daily work requirements and allocate work appropriately</li> <li>• ability to interpret financial documents in accordance with legal requirements</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• Federal and Local Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity, industrial relations and anti-discrimination</li> <li>• technical or specialist skills relevant to the business operation</li> <li>• relevant industry code of practice</li> <li>• planning techniques to establish realistic timelines and priorities</li> <li>• identification of relevant performance measures</li> <li>• quality assurance principles and methods</li> <li>• relevant marketing, management, sales and financial concepts</li> <li>• methods for monitoring performance and implementing improvements</li> <li>• structured approaches to problem solving, idea management and time management</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• numeracy skills for performance information, setting targets and interpreting financial documents and reports</li> <li>• technical and analytical skills to interpret business document, reports and financial statements and projections</li> <li>• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• problem solving skills to develop contingency plans</li> <li>• using computers and software packages to record and manage data and to produce reports</li> <li>• evaluation skills for assessing work and outcomes</li> <li>• observation skills for identifying appropriate people, resources and to monitor work</li> </ul>
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>• Access to relevant workplace documentation, financial records, and equipment</li> </ul>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation/Demonstration with Oral questioning</li> </ul>
Context for Assessment	<p>Competence may be assessed in the workplace or in a simulated work environment.</p>

Occupational Standard: Food Production Supervision Level IV	
Unit Title	Manage Continuous Improvement System
Unit Code	<a href="#">CST FPS4 22 1012</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

Elements	Performance Criteria
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance of key systems and processes 1.2 Undertake detailed analyses of supply chains, operational and product/service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyze performance reports and variance from plans for all key result areas of the organization 1.5 Identify and analyze changing trends and opportunities relevant to the organization 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster <b>creative climate</b> and <b>organizational learning</b> through the promotion of interaction within and between work groups 2.3 Encourage, test and recognize new ideas and entrepreneurial behavior where successful 2.4 Accept failure of an idea during trialing, and recognize, celebrate and embed success into systems 2.5 Undertake <b>risk management</b> and <b>cost benefit analyses</b> for each option/idea approved for trial 2.6 Approve innovations through agreed organizational processes
3. Implement innovative processes	3.1 Promote continuous improvement as an essential part of doing business 3.2 Address impact of change and consequences for people, and implement transition plans 3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage

	implementation
	3.4 Implement contingency plans in the event of non-performance
	3.5 Follow-up failure by prompt investigation and analysis of causes
	3.6 Manage emerging challenges and opportunities effectively
	3.7 Evaluate continuous improvement systems and processes regularly
	3.8 Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

Variable	Range
Sustainability may include:	<ul style="list-style-type: none"> <li>• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits</li> <li>• applying the waste management hierarchy in the workplace</li> <li>• complying with regulations and corporate social responsibility considerations for sustainability to enhance the organization's standing in business and community environments</li> <li>• determining organization's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment</li> <li>• implementing ecological footprint</li> <li>• implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses</li> <li>• implementing government initiatives,</li> <li>• improving resource and energy efficiency</li> <li>• initiating and maintaining appropriate organisational procedures for operational energy consumption</li> <li>• introducing a green office program - a cultural change program</li> <li>• introducing green purchasing</li> <li>• introducing national and international reporting initiatives,</li> <li>• introducing product stewardship</li> <li>• reducing emissions of greenhouse gases</li> <li>• reducing use of non-renewable resources</li> <li>• referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting</li> <li>• supporting sustainable supply chain</li> </ul>
Supply chains include:	<ul style="list-style-type: none"> <li>• network of facilities that procures raw materials, transforms them into intermediate products or services and then</li> </ul>

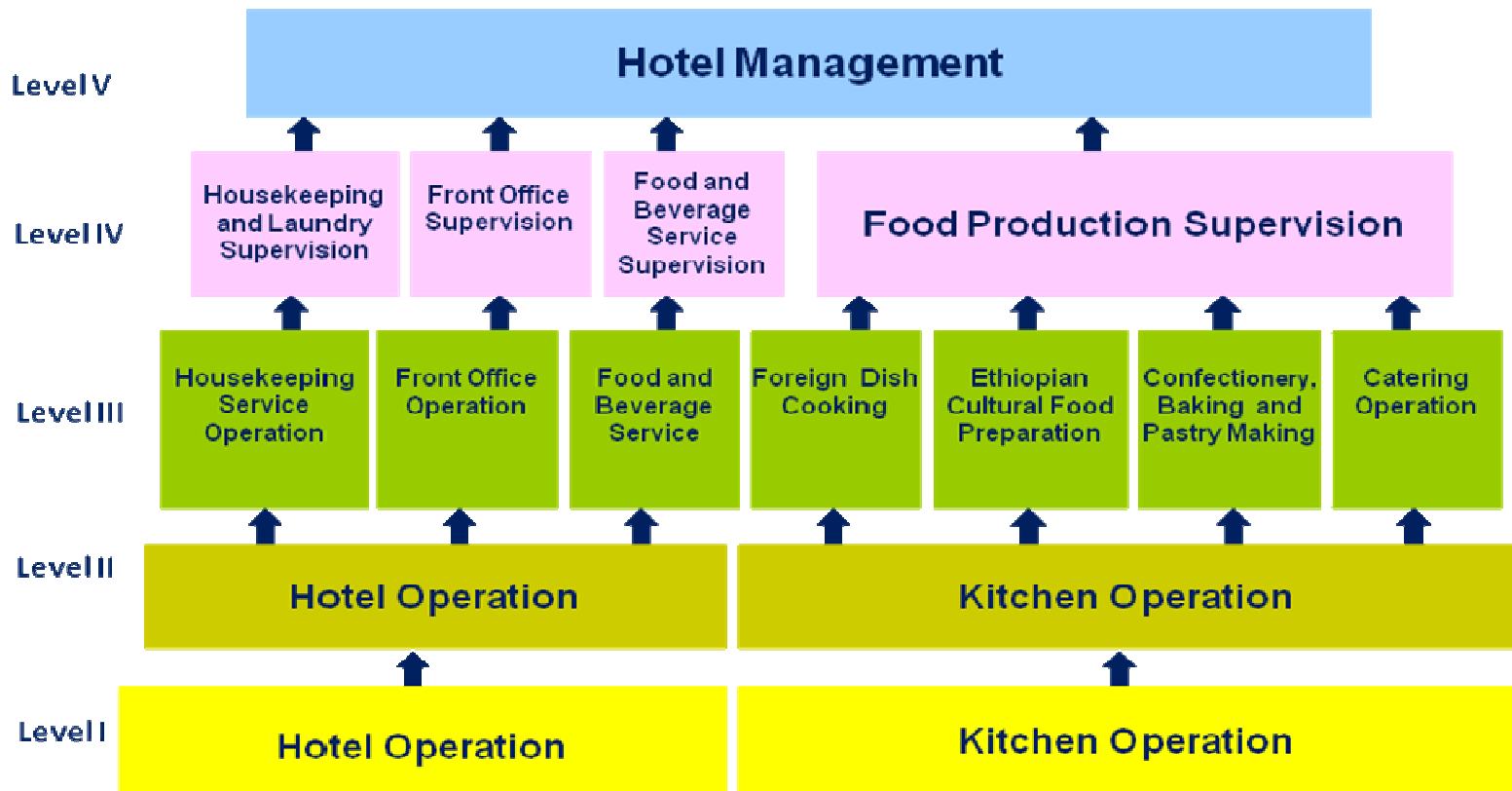
	<p>finished goods or service, and delivers them through a distribution system</p> <ul style="list-style-type: none"> <li>• procurement, production and distribution, viewed as interlinked not as discrete elements</li> </ul>
Performance reports may include:	<ul style="list-style-type: none"> <li>• budget or cost variance</li> <li>• customer service</li> <li>• environmental</li> <li>• financial</li> <li>• OHS</li> <li>• quality</li> <li>• other operating parameters</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan</li> <li>• generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organization</li> <li>• how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business</li> <li>• knowledge of quality management and continuous improvement theories</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• quality management and continuous improvement theories</li> <li>• creativity/innovation theories/concepts</li> <li>• risk management</li> <li>• cost-benefit analysis methods</li> <li>• creativity and innovation theories and concepts</li> <li>• organizational learning principles</li> <li>• quality management and continuous improvement theories</li> <li>• risk management</li> <li>• sustainability practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• analytical skills to identify improvement opportunities in relation to</li> <li>• the services/products delivered or concepts/ideas developed</li> <li>• flexibility and creativity skills to think laterally</li> <li>• leadership skills to foster a commitment to quality and an openness to innovation</li> <li>• teamwork and leadership skills to foster a commitment to quality and an openness to innovation</li> </ul>

Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> <li>• workplace procedures and plans relevant to work area</li> <li>• appropriate documentation and resources normally used in the workplace</li> </ul>
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> <li>• demonstration in the workplace</li> <li>• suitable simulation</li> <li>• oral or written questioning to assess knowledge of principles and techniques associated with change management</li> <li>• evaluation of strategies established to monitor and evaluate performance of key systems and processes</li> <li>• review of briefing of groups on performance improvement strategies and innovation</li> </ul> <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated workplace setting / environment.</p>



**Sector: Culture, Sports and Tourism**  
**Sub-Sector: Hotel and Hospitality**



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