

Skills  
Development  
Scotland

Charles River Laboratories Edinburgh Limited

# Foundation Apprenticeship in Food and Drink Technologies

at SCQF level 6

**A guide for Employers**



**Annabel Stewart**  
Foundation Apprentice

# Aims


This guide aims to support employers and learning providers to identify appropriate activities required during a Foundation Apprenticeship work placement. It provides the following information:

- The purpose of Foundation Apprenticeships
- The definition of work-based learning in the context of Foundation Apprenticeships
- How a Foundation Apprenticeship is delivered
- How employers can support learners
- An understanding of the Vocational Qualification (SVQ) units within the Foundation Apprenticeship
- Links to useful resources
- Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Food and Drink Technologies at SCQF level 6 (Page 6)

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**“The Foundation Apprenticeship was a fantastic opportunity to gain scientific experience in the real world, as well as the classroom.”**

Annabel, Foundation Apprentice



**Annabel Stewart**  
Foundation Apprentice



# What are Foundation Apprenticeships?

Foundation Apprenticeships provide a work-based learning opportunity for senior-phase secondary school pupils<sup>1</sup>. Typically commencing in S5 and finishing at the end of S6, a Foundation Apprenticeship develops knowledge and understanding of an industry. Alongside this, learners also spend time with a local employer to gain valuable industry experience.

Foundation Apprenticeships are completed alongside other subjects like Nationals and Highers. They are linked to the growth sectors of the Scottish economy and are available in the following subjects:



Accountancy



Business Skills



Civil Engineering



Creative and Digital Media



Engineering



Financial Services



Food and Drink Technologies



Hardware and System Support



Scientific Technologies



Social Services and Healthcare



Social Services Children and Young People



Software Development

**Foundation Apprenticeships contain three distinct but related components:**

**Knowledge** provides the learner with the relevant theories or reasons for the work-based learning activities. Knowledge allows individuals to evidence not only what they have done but to do so from an informed position of why they did it. This element of the Foundation Apprenticeship is typically aligned to National Progression Awards (NPA) or National Certificate (NC) units.

**Skills** are the ability to carry out a particular activity, operation or task. Skills describe how something is done with proficiency and are crucial to progression. The expectation of the Foundation Apprenticeship is for skills acquisition to be consistent with the characteristics of applied knowledge, skills and understanding at SCQF level 6.

**Competence** is defined by each industry or standard setting body as the performance that makes an individual fit to practise in a job. It involves both knowledge and skills. SVQ Units within Foundation Apprenticeships describe the performance criteria, knowledge and understanding requirements necessary for competence in a particular activity or function. Competence will vary from industry to industry but defining level of expected performance at SCQF level 6 will ensure like-for-like activity across different Foundation Apprenticeships, thereby supporting recognition or prior learning articulation to Modern Apprenticeship pathways.

## What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment of the units from the Scottish Vocational Qualification (SVQ) within each Foundation Apprenticeship.

## How is a Foundation Apprenticeship delivered?

Learning providers work alongside employers to develop the knowledge and skills learners need to meet all the outcomes of the Foundation Apprenticeship.

This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship. This is combined with work-based learning opportunities to provide learners with the experiential learning they need to apply their learning directly in the workplace, ultimately to meet the requirements of the SVQ units of the Foundation Apprenticeship.

Foundation Apprenticeships are typically delivered over two years through S5 and S6 (though there are an increasing amount of shorter duration delivery models becoming available in some regions for selected frameworks). Learners attend a learning provider for one day a week (either on two afternoons or one full day as agreed with local authority) in year one to study a National Progression Award (NPA) or a National Certificate (NC) at SCQF level 6. During year one, participants will have engagement with industry through a series of industry visits, talks and an industry challenge where available. In year two, focus then moves to developing practical skills and competencies in the workplace required of the SVQ units, where learners attend a work placement for approximately one full day per week.

<sup>1</sup> The term 'learners' is used in this guide to refer to pupils.

## Employer involvement

The involvement of employers is a critical aspect of every Foundation Apprenticeship, and may include:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices and processes
- Setting industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

Employers identify a suitable workplace mentor to act as the point of contact for learners when they are in the work placement. The mentor provides support to the learner within the workplace to ensure they access the range of activities required to complete the SVQ units from the Foundation Apprenticeship, and provides advice to the learner on their progress in relation to the work-based learning. The mentor also supports with developing a learning plan which provides details of the activities which the learner will undertake in the workplace to achieve the SVQ units. The centre will provide further details on mentors.

Further details on employer involvement and workplace mentors can be found in the [Foundation Apprenticeship Guidance Note: Employer Engagement](#) (details provided in the useful resources section of this document).

The learning provider meets regularly with employers to ensure learners are being supported and are working on the right types of activities. Further details can be found in the appendices of this document.

**2** A learner who completes the Foundation Apprenticeship will receive mandatory units from the relevant Modern Apprenticeship leaving them fewer units to complete if they start the relevant Modern Apprenticeship.

## About the Scottish Vocational Qualification units

It is important that employers understand the SVQ units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the SVQ units they need to complete.

Within every Foundation Apprenticeship there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace. The SVQ units also form part of a Modern Apprenticeship<sup>2</sup>.

The Foundation Apprenticeship in Food and Drink Technologies at SCQF level 6 contains the following competence-based units:

- H3L0 04 Interpret and communicate information and data in food and drink operations
- F2JH 04 Contribute to continuous improvement of food safety in manufacture
- H3G9 04 Promote and support creative thinking in a food business
- DR4A 04 Develop productive working relationships with colleagues
- H3GV 04 Develop a new product in a food business

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to do (performance criteria), know and understand (knowledge and understanding criteria) to demonstrate competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed by an Awarding Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

## About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance, can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units. The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions are externally verified by the Awarding Organisation who offers the units.

### Evidence must meet the following requirements:

|                   |   |
|-------------------|---|
| <b>Valid</b>      | The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards. |
| <b>Authentic</b>  | The evidence will be the learner's own work.  |
| <b>Current</b>    | The evidence will exemplify the current level of the learner's performance.   |
| <b>Reliable</b>   | The assessment decision is comparable and consistent with other assessors within the centre.  |
| <b>Sufficient</b> | The evidence will demonstrate competence over time (e.g. not just a single occasion).   |



**Annabel Stewart**

Foundation Apprentice

# Links to useful resources

## Foundation Apprenticeship Guidance Note:

### [Food & Drink Operations Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Food and Drink Technologies at SCQF level 6.

### [Employer Engagement](#)

The aim of this guidance is to share some best practice with learning providers to help support the delivery of the work-based element of Foundation Apprenticeships. This guidance provides details on how employers from all sectors and of all sizes can be involved in several different opportunities throughout the Foundation Apprenticeship programme. Refer to this document for information on work placement roles and responsibilities for employers and learning providers.

### [Developing the Young Workforce](#)

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

### [SQA Guide to Assessment](#)

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

# Practical Examples

## Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Food and Drink Technologies at SCQF level 6 (GL53 46)

These examples aim to support employers with identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Food and Drink Technologies at SCQF level 6 (GL53 46).

The Foundation Apprenticeship includes the following five mandatory units from the SVQ in Food and Drink Operations at SCQF level 6. The units are delivered and assessed while on placement in the workplace:

- H3L0 04 Interpret and communicate information and data in food and drink operations
- F2JH 04 Contribute to continuous improvement of food safety in manufacture
- H3G9 04 Promote and support creative thinking in a food business
- DR4A 04 Develop productive working relationships with colleagues
- H3GV 04 Develop a new product in a food business

The table below provides generic examples of typical work-based activities and examples of possible evidence

which may support the development of the practical skills for the units listed above. Please note, these are examples and not intended to be prescriptive. Some examples of activities and evidence are holistic in nature, therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by learners and reduces bureaucracy in assessment.

It is important to note not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/non-employee cannot conduct a particular activity within a workplace.

### H3L0 04 Interpret and Communicate Information and Data in Food and Drink Operations

| <b>Performance Criteria</b><br>What the learner needs to be able to do to demonstrate competence within that unit   | <b>Examples of work-based activities</b><br>which may support learners to develop the required practical skills in the unit   | <b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)   |
|---|---|--|
| <ol style="list-style-type: none"> <li>1 Identify the information and data required</li> <li>2 Check what information and data is already available, identify sources where information can be obtained</li> <li>3 Ensure data is relevant, sufficient and complete</li> <li>4 Interpret information and data to ensure it can be easily understood</li> <li>5 Present information and data in a suitable format for the intended audience</li> </ol> <p>▶ <a href="#">Continues on next page</a></p> | <p><b>Activities for the Unit:</b></p> <ul style="list-style-type: none"> <li>■ Checking stock levels against data in company systems</li> <li>■ Checking best before dates to ensure stock is used in correct rotation. Out of date stock is reported and removed according to company procedures</li> <li>■ Checking that stock has been reordered and documentation completed and shared with relevant staff (accounts, goods-in etc)</li> </ul> <p>▶ <a href="#">Continues on next page</a></p> | <p><b>Evidence for the Unit:</b></p> <ul style="list-style-type: none"> <li>■ Observation and/or witness testimony by assessor/mentor/supervisor indicating:                             <ul style="list-style-type: none"> <li>- Levels are checked, and data is recorded in company systems</li> <li>- Stock has been checked and information is recorded in company systems</li> <li>- Stock reorder forms/systems are completed</li> </ul> </li> </ul> <p>▶ <a href="#">Continues on next page</a></p> |

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| Performance Criteria   | Examples of work-based activities   | Examples of evidence   |
|--|---|--|
| <p><b>6</b> Check that information and data is interpreted correctly</p> <p><b>7</b> Respond to questions on information and data</p> <p><b>8</b> Draw conclusions and make recommendations as appropriate</p> | <ul style="list-style-type: none"> <li>■ Checking temperature controls in refrigeration or heat treatment and recording information in relevant documentation/systems</li> <li>■ Checking recipes are correct and calculating quantities and check with supervisor</li> <li>■ Checking finished products are labelled correctly and stored correctly (chilled, freezer etc)</li> <li>■ Explaining information or data in the records/ systems where there are queries from colleagues</li> <li>■ Checking for contamination/damage (holes in bags, bashed tins etc) and reporting according to company procedures</li> <li>■ Following instructions, guidelines and procedures</li> </ul> | <ul style="list-style-type: none"> <li>- Recipe is correct</li> <li>- Finished products are labelled and stored according to company procedures</li> <li>- Checks are completed and reported according to company procedures</li> <li>■ Copies of records or documents completed by the learner</li> <li>■ Personal statement of activities completed with supervisor signature confirming the responses</li> <li>■ A checklist of activities completed by the learner signed by the supervisor</li> </ul> |

## Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

It would not be appropriate for Foundation Apprentices to be involved in Quality Assurance, accessing confidential information (e.g. confidential recipes), financial information or information in staff files.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

## F2JH 04 Contribute to Continuous Improvement of Food Safety in Manufacture

| <b>Performance Criteria</b><br>What the learner needs to be able to do to demonstrate competence within the unit   | <b>Examples of work-based activities</b><br>which may support learners to develop the required practical skills in the unit  | <b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)  |
|--|--|---|
| <p><b>1. Highlight areas for improvement</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Identify and report any factors or issues that arise in your work activities which may affect the safety of food</li> <li>■ Identify and report any factors or issues within the environment, supplies or product which may affect the safety of food</li> </ul> | <ul style="list-style-type: none"> <li>■ Checking temperature controls in refrigeration or heat treatment and recording information in relevant documentation/systems</li> <li>■ Reporting any variations in temperature out with normal parameters</li> <li>■ Checking for contamination/damage in supplies (holes in bags, bashed tins etc.) and report according to company procedures</li> <li>■ Reporting any spillages in stores or food production areas and report according to company procedures</li> <li>■ Following instructions, guidelines and procedures</li> </ul> | <p><b>Evidence for the unit:</b></p> <ul style="list-style-type: none"> <li>■ Record of observation and/or witness testimony by assessor/mentor/supervisor indicating:               <ul style="list-style-type: none"> <li>- Levels are checked, and data is recorded in company systems, and any variations reported</li> <li>- Checks are completed, and any contamination/damage is reported correctly</li> <li>- Spillages are reported correctly</li> <li>- Contributions of the learner to the implementation of new procedures</li> <li>- Contributions of the learner to the review of existing procedures</li> </ul> </li> <li>- Learner applying the new standards and procedures</li> </ul> |
| <p><b>2. Contribute to improving food safety</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Contribute to team meetings with ideas and suggestions to improve procedures or processes</li> <li>■ Contribute to introducing new procedures and/or review existing ones in order to improve food safety</li> </ul>   | <ul style="list-style-type: none"> <li>■ Attending team meetings and where appropriate contributing ideas to improve procedure or processes</li> <li>■ Working with team to implement new procedures to improve food safety</li> <li>■ Working with team to review existing procedures to improve food safety</li> </ul>   | <ul style="list-style-type: none"> <li>- Learner applying the new standards and procedures</li> <li>■ Learner notes of meeting and points discussed</li> <li>■ Personal statement of own contributions to the meeting signed by team leader/supervisor</li> <li>■ Notes on new standards and procedures or personal statement signed by supervisor</li> <li>■ Feedback on performance from supervisor/mentor</li> </ul>   |
| <p><b>3. Interpret and use food safety standards and procedures</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Check that you understand and can use any new standards and procedures that are introduced relating to food safety</li> </ul>   | <ul style="list-style-type: none"> <li>■ Reading over new standards and procedures and applying them appropriately for the job role</li> <li>■ Attending team meetings where new standards and procedures are explained, asking questions where necessary to ensure they are fully understood</li> <li>■ Applying new standards and procedures in own area of work</li> </ul>  | <ul style="list-style-type: none"> <li>■ Copies of records or documents completed by the learner</li> </ul>   |



## Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Foundation Apprentices should not be expected to take responsibility for making decisions for food safety production changes. They could consider specific areas as “projects” and make suggestions. Where Foundation Apprentices are implementing or reviewing procedures to improve food safety they would do this as part of the team working in the area of work.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

## H3G9 04 Promote and Support Creative Thinking in a Food Business

| <b>Performance Criteria</b><br>What the learner needs to be able to do to demonstrate competence within the unit  | <b>Examples of work-based activities</b><br>which may support learners to develop the required practical skills in the unit  | <b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)  |
|---|--|---|
| <p><b>1. Promote creative thinking</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Communicate the importance of creative thinking in your area of work</li> <li>■ Ensure colleagues recognise the importance of creative thinking to organisational development, strategy and objectives</li> <li>■ Conduct yourself, including your words and actions, to support creative thinking</li> </ul> | <p><b>Activities for the unit:</b></p> <ul style="list-style-type: none"> <li>■ Listening, sharing and contributing to ideas presented by colleagues and team members in a positive way and at an appropriate time and place</li> <li>■ Attending team meetings to discuss organisational development, strategy and objectives and contributing own ideas</li> <li>■ Listening to others and accepting praise or criticism in a positive way e.g. team meetings, supervisor</li> <li>■ Giving colleagues feedback</li> </ul> | <p><b>Evidence for the unit:</b></p> <ul style="list-style-type: none"> <li>■ Personal statement or witness statement outlining the ideas contributed to and listened to</li> <li>■ Notes of meetings and points discussed and/or personal statement signed by team leader/supervisor</li> <li>■ Record of observation and/or witness testimony by assessor/mentor/supervisor indicating:               <ul style="list-style-type: none"> <li>- How the learner listened, considered, contributed and presented ideas in a positive way at the appropriate time and place</li> <li>- The feedback given to colleagues and how this was done</li> </ul> </li> </ul> |
| <p><b>2. Support creative thinking</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Create space, physical or virtual, where colleagues can share their ideas</li> <li>■ Encourage knowledge sharing amongst colleagues to support creative thinking in and across functions</li> </ul> <p>▶ <a href="#">Continues on next page</a></p>   | <ul style="list-style-type: none"> <li>■ Using company systems and processes appropriately to suggest your own or the team's ideas for further development</li> </ul>  | <ul style="list-style-type: none"> <li>■ Records of sharing own/team ideas using the company's systems and processes</li> <li>■ Personal statement detailing activities carried out by the learner and signed by supervisor</li> </ul> <p>▶ <a href="#">Continues on next page</a></p>  |

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| Performance Criteria  | Examples of work-based activities | Examples of evidence  |
|---|-----------------------------------|---|
| <ul style="list-style-type: none"> <li>■ Listen to creative ideas and receive feedback professionally, including criticism of yourself, team, functional area or whole organisation</li> <li>■ Publicly acknowledge, in a positive way, creative thinking</li> <li>■ Provide constructive feedback to creative ideas and be aware of self promotion and politics when acknowledging and providing feedback to creative thinking</li> <li>■ Establish systems and processes to identify ideas for further development</li> </ul> |                                   | <ul style="list-style-type: none"> <li>■ Feedback on performance from supervisor/mentor</li> <li>■ Copies of records or documents completed by the learner</li> </ul> |

## Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Foundation Apprentices should not be expected to take responsibility for making decisions for food safety production changes. They could consider specific areas as “projects” and make suggestions. Where Foundation Apprentices are implementing or reviewing procedures to improve food safety they would do this as part of the team working in the area of work.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

## DR4A 04 Develop Productive Working Relationship with Colleagues

| <b>Performance Criteria</b><br>What the learner needs to be able to do to demonstrate competence within the unit   | <b>Examples of work-based activities</b><br>which may support learners to develop the required practical skills in the unit  | <b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)  |
|--|--|---|
| <p><b>1. Develop productive working relationships with colleagues</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"><li>■ Establish working relationships with all colleagues who are relevant to the work being carried out</li><li>■ Recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers' requirements</li><li>■ Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions</li><li>■ Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with</li><li>■ Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward</li><li>■ Fulfil agreements made with colleagues and let them know</li><li>■ Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements</li><li>■ Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to work being carried out</li><li>■ Exchange information and resources with colleagues to make sure that all parties can work effectively</li><li>■ Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement</li></ul> | <p><b>Activities for the unit:</b></p> <ul style="list-style-type: none"><li>■ Working with colleagues as part of a team in food/drink production areas, for example on production line (work shadowing), raw material stores or packaging</li><li>■ Following instructions given by the mentor and the supervisor when working in food/drink production areas (work shadowing), for example on the production line</li><li>■ Following instructions, guidelines and procedures</li><li>■ Acting on feedback on own performance given by the mentor and/or the production supervisor when working in food/drink production areas</li></ul> | <p><b>Evidence for the Unit:</b></p> <ul style="list-style-type: none"><li>■ Record of observation and/or witness testimony by assessor/mentor/supervisor indicating how the learner contributed</li><li>■ Personal statement detailing activities carried out by the learner and signed by supervisor</li><li>■ Feedback on performance from supervisor/mentor</li><li>■ Copies of records or documents completed by the learner</li></ul> |

## Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

It would not be suitable for pupils who are not employees to be able to provide support and guidance, be involved in agreements made with colleagues, advise on difficulties/conflicts of interest/disagreements, exchange of information/resources and give feedback on performance.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

## F2JH 04 Contribute to Continuous Improvement of Food Safety in Manufacture

| <b>Performance Criteria</b><br>What the learner needs to be able to do to demonstrate competence within the unit  | <b>Examples of work-based activities</b><br>which may support learners to develop the required practical skills in the unit   | <b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)   |
|---|---|--|
| <p><b>1. Plan development activities</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Assess the brief or specific qualitative request and determine clear objectives</li> <li>■ Source market intelligence relating to and influencing the development of new food products</li> </ul> | <ul style="list-style-type: none"> <li>■ Demonstrating an understanding of the product development requirements</li> <li>■ Identifying the requirements (outputs) when working in the food/drink production test kitchen under supervision</li> <li>■ Identifying sources of market intelligence</li> <li>■ Using the market intelligence in the development of new food products while working in the food/drink product development department under supervision</li> </ul> | <p><b>Evidence for the unit:</b></p> <ul style="list-style-type: none"> <li>■ Record of observation and/or witness testimony by assessor/mentor/supervisor indicating how the learner contributed</li> <li>■ Personal statement detailing activities carried out by the learner and signed by supervisor</li> <li>■ Feedback on performance from supervisor/mentor</li> <li>■ Written report identifying sources and market intelligence</li> <li>■ Copies of records or documents completed by the learner</li> </ul> |
| <p><b>2. Create new product</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Liaise with colleagues to evaluate ideas for new recipes and products</li> </ul> <p>▶ <a href="#">Continues on next page</a></p>   | <ul style="list-style-type: none"> <li>■ Assisting in the development of new recipes and products when working in the food/drink production test kitchen under supervision</li> <li>■ Following instructions, guidelines and procedures</li> <li>■ Assisting in the production of test samples when working, with feedback on performance from supervisor/mentor under supervision</li> </ul>   |  |

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| Performance Criteria  | Examples of work-based activities   | Examples of evidence |
|---|---|----------------------|
| <ul style="list-style-type: none"> <li>■ Encourage a creative and innovative working environment whilst maintaining the organisational and customer boundaries relating to quality and cost or additional requirement</li> <li>■ Use market intelligence and additional information to inform development of new recipes and products</li> <li>■ Develop a number of test samples within the requirements of the brief or request</li> </ul>  |   |                      |
| <p><b>3. Test new product</b></p> <p><b>This means you:</b></p> <ul style="list-style-type: none"> <li>■ Plan and manage a recipe test trial adhering to organisational and customer requirements</li> <li>■ Implement product testing in a systematic manner within an agreed timescale</li> <li>■ Evaluate the results of the recipe test trial and make recommendations for further investment in product development</li> <li>■ Communicate results of the test trial to relevant people</li> <li>■ Liaise with colleagues to inform planning and management of pilot and production scale trials of the new product</li> </ul> | <ul style="list-style-type: none"> <li>■ Assisting in the testing of a new product when working in the food/drink production test kitchen under supervision</li> <li>■ Following instructions, guidelines and procedures</li> </ul> |                      |

## Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

FAs would not be suitable for any supervisory management position or be able to plan, design, test, manage and implement new products as they are not in employed status.

Pupils on placement will be required to maintain confidentiality when working with new products and using market intelligence.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.