



End-point assessment plan for: Packhouse Line Leader apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0016	3	No

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Packhouse Line Leader apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Packhouse Line Leader apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme working towards the occupational standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

Apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within six month(s), after the apprentice has met the EPA gateway requirements.

Performance in the EPA will determine the apprenticeship grade. The EPA consists of three distinct assessment methods, which will be graded independently and then combined for the final grade. The grading for each element of the assessment (online multiple choice test, practical tasks and professional discussion) will be a Pass, Merit or Distinction (see individual sections for relevant criteria) and each element holds equal weighting. These individual assessment grades will then be used to determine the overall grade as described below.

For the apprentice to achieve an overall grade of:

- Pass: the apprentice must achieve a minimum of three passes
- Merit: the apprentice must achieve a minimum of two merits and one pass
- Distinction: the apprentice must achieve a minimum of two distinctions and one merit

On-programme (typically 18 months)	End Point Assessment Gateway	End Point Assessment (not more than 26 weeks)	Professional recognition
Training to develop the occupation standard's knowledge, skills and behaviours.	<ul style="list-style-type: none"> • English/mathematics at Level 2 achieved • Full completion of the mandatory workbook 	Assessment method 1: Online multiple choice test Assessment method 2: observation of practical tasks Assessment method 3: Professional Discussion	Not Applicable

Gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard i.e. they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s) but the decision must ultimately be made solely by the employer. In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Apprentices must achieve level 2 English and mathematics prior to taking their EPA

Apprentices must complete a workbook during the apprenticeship. This will be tested during the professional discussion and will include:

- Records of quarterly appraisal meetings monitoring the progress of the apprentice, feedback given and guides to development.
- Entries maintained by the apprentice and endorsed by the employer/training provider that demonstrate development through the apprenticeship period
- Details of practical tests related to seasonal aspects of the apprentice's work.
- The workbook should demonstrate how each work project and training activity helps to achieve the Knowledge, Skills and Behaviours (KSBs) set out in the apprenticeship standard.
- Include individual pieces of evidence to demonstrate competence against one or more KSBs.

Length of end-point assessment period:

All EPA assessment methods must be completed in six months.

Any supporting material required for the EPA should be given to the EPAO no later than seven days after the start of the EPA period.

If an EPA assessment method is failed, it should be retaken within the EPA period.

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • selects the EPAO • confirms all EPA gateway requirements have been met and notify the EPAO • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider (that is to say, there must be no conflict of interest) • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis

	<ul style="list-style-type: none"> • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • have an operate a reasonable adjustments policy • conform to the requirements of the eternal quality assurance (EQA) provider • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) that is to say, there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPAO must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPAOs for this EPA must:

- appoint independent assessors who have knowledge of the following areas:
 - i) current, work based, occupational experience across the role
 - ii) a recognised qualification and proven competence in assessment
 - iii) correct and up to date CPD record relevant to the role being assessed
- appoint independent assessors will have recent relevant experience of the occupation/sector or significant experience of the occupation or sector.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate regular standardisation events that enable independent assessors to attend a minimum of 1 per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 10 per cent of each independent assessors' assessments moderated

Affordability

Affordability of the EPA will be ensured by using the following practice:

- online testing
- Using an employer's premises

Assessment Methods

This section will outline the assessment methods the EPA will use to assess the knowledge, skills and behaviours (KSBs) required undertaking the duties as detailed in the occupational standard.

Assessment Method: 1 Online multiple choice test

This will include multiple choice questions. This involves apprentices taking a test under timed-conditions. The test can be computer based or paper based and will consist of 40 multiple choice questions with one correct question from 4 possible options.

How many questions of this type will be in the test?	How many marks will be awarded to each of this type of question?
40	1 mark each

Apprentices must have a maximum of 100 minutes to complete the test (unless the EPAO accepts special arrangements for that apprentice based, for example, on an official education or health plan). The test is closed book i.e. the apprentice cannot refer to reference books or materials. The multiple choice questions will be straightforward questions with one correct answer from four options.

Apprentices must take the test in a suitably controlled environment i.e. quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the assessor or another external person employed by the EPAO. There must be no more than 20 apprentices to a single invigilator.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Questions must be written by EPAOs and it is recommended that this be done in consultation with representative employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The questions relating to the underpinning knowledge must be varied.

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, electronic marking is permissible.

EPAOs will produce the following material to support this method:

- Bank of questions
- Suitable computer access if using digital format or relevant paper based test - if internet access is required, availability and strength will need to be confirmed before assessment day.

List of supporting material required for this EPA assessment method: invigilation guidelines

Gateway requirements:

None

Grading for assessment method 1

Name of grade	Grade descriptor
Distinction	90% or over correct
Merit	80 - 89 % correct
Pass	70% - 79% correct

Assessment Method: 2 Observation of a Practical Task

This method is based on workplace observations of practical tasks that will be observed directly in a real life situation.

Apprentices must be observed by an independent assessor completing three practical task(s) over one working day. Independent tasks must be carried out over a maximum total assessment time of six hours. A plus 10% tolerance is allowed in the duration of the task(s) to allow an activity to be completed, at the discretion of the independent assessor.

Each of the three tasks must be taken from the following list of tasks, with each task focussing on a separate task. The practical assessment MUST include one task from core, one task from the relevant option plus a third task chosen at random from the available tasks. This will be decided by the EPAO. Three separate tasks should be observed to assess the skills and behaviours being demonstrated and knowledge known (via the questions). There must be no duplication of task during the assessment day. Throughout each task the Apprentice will describe what they are doing in detail to show their understanding of the process, potential implications if it was done incorrectly and what to do in sub-optimal conditions all of which are required to achieve a grade above a pass. Suitable questioning, as per the guidelines, by the assessor can be used to probe this detail. Available tasks include:

- Promote and maintain hygiene, health, safety (inc manual handling) and security for self, others and live/fresh products
- Use IT to support your role
- Manage accurate records within the packhouse environment
- Establish, maintain and promote effective working relationships
- Concise reporting on operational issues
- Resolve problems effectively
- Implement Hazard Analysis Critical Control Points (HACCP) plans
- Plan production schedules for efficient line operation
- Coordinate products and resources to meet customer demand, taking into account specific food safety/product quality requirements
- Supervise the identification, selection and preparation of fresh products such as fruit, vegetables, cut flowers and plants for sale/dispatch to achieve high quality and hygiene standards
- Supervise packaging of product to agreed specifications within shelf life requirements
- Supervise the operation to ensure line meets production targets and food safety requirements
- Ensure routine maintenance and checks are performed appropriately
- Operate food processing/packing machinery and equipment safely and efficiently
- Develop self and others to maximise individual/team performance
- Respond appropriately to incidents and emergencies in the workplace
- Physically demonstrate required tasks and review subsequent understanding and performance of individuals
- Lead and motivate a team of operatives to achieve targets

During the observation the independent assessor must ask 12 questions (four per task). EPAOs will set open questions to assess related underpinning knowledge. Questioning must be completed within the total time allowed for the observation. Questions will be selected from a question bank developed by the EPAO.

KSBs observed and answers to questions must be documented by the independent assessor.

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

There may be breaks during the practical tasks to allow the apprentice to move from one location to another. Demonstrations must be conducted in the employer's premises or other suitable venue selected by the EPAO. If the facilities on the employer's premises are not available the EPAO must source a venue with industry standard equipment and facilities that the apprentice would be familiar with (e.g. a training provider or another employer's premises).

The independent assessor may conduct and observe only one apprentice at a time during this assessment method.

EPAOs will produce practical specifications to outline in detail how the practical tasks will operate, what it will cover and what should be looked for. It is recommended that this is done in consultation with representative employers. Specifications must be determined and standardised by the EPAO. EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, must be varied, yet allow assessment of the relevant KSBs.

EPAOs will produce the following material to support this assessment method:

- Specifications for practical tasks designed to simulate the occupation's working environment
- Bank of questions
- Material to collect information to be used in marking and moderation

Gateway requirements

The relevant equipment that the apprenticeship is used to using in their day-to-day role (or have used routinely with the training provider), which is of standards routinely used in industry.

Grading for assessment method 2

Each individual task will be graded either as a pass, merit or distinction. The overall grade for assessment method 2 will be determined as below:-

For the apprentice to achieve a:

- Pass: the apprentice must achieve a minimum of three passes
- Merit: the apprentice must achieve a minimum of two merits and one pass
- Distinction: the apprentice must achieve a minimum of two distinctions and one merit

The table below is only intended to provide EPAOs with a framework for grading and it is expected that detailed grading criteria will be developed for each KSB using this as a guide.

Name of grade	Grade descriptor	Related KSB
Pass	Correct: - demonstration of company practices, completion of relevant risk assessments with all safety critical information	S1 / S7 / B2 / B7 /K1
	- understanding of legislation, risk assessment and employer/employee responsibilities	S1 / B4 / B7
	- use of available systems for the required role	S2 / K3
	- recording of information logically but not consistent, open to mistakes	S3
	- provides concise reports on specific issues	S5 / S3
	- equipment selected and used	S10
	- machinery risk assessments performed	S14
	- start up, maintenance and post operation requirements known and understood	S14 /K5
	- common faults identified	S6 / S13 / K5
	- records kept if required	S3
	- set up - all products available and ready for packing at appropriate times	S8 / S14
	- plans in place to cover shift and ensure efficient operation of line	S8 / S10
	- supervision of the line to ensure production targets, customer specifications and hygiene / quality standards are met	S9 / S11/ S12 / K7 / K11
	Successfully ensures: -staff are supervised and understand their tasks	S4 / S17/ S18 / B7
	- targets are met and incidents/emergencies dealt with	S6 / S16
- Immediate development for self and others is identified	S15	
Merit	In addition to the Pass Criteria:	S8 / S16 / B2
	- Is proactive and reacts appropriately to changing circumstances	S5 / B7
	- Concise reporting of information available identifies issues and potential resolution	S6 /B2
	- Identifies potential solutions to reduce the incidence of issues in the future	S16
	- Appropriate action recommended or carried out on common faults	S2 / S8 /S14 / S18
	- Surpasses production targets	S9 / S12 /B4
- All products /packaging has been checked as per customer spec, no mistakes		

Distinction	In addition to the merit criteria: - Demonstrates understanding of critical control points outside of own area and how their compliance contributes to the wider business	S7 / S9 / S14
	- Use of IT to highlight weaknesses, improve efficiency of production.	S2 / S3 / S5 / S6 / B4
	- Shift plans clearly communicated to all appropriate staff.	S8 / S9 / S11 / B7
	- Supervised staff understand their role in relation to the wider business.	S15 / B7
	- Staff are well motivated and achieve above targets.	S18 / B7
	- Responds well to incidents/ emergencies and puts process in place to prevent them being repeated	S16 / B4

Assessment Method: 3 Professional Discussion

This assessment method involves a structured verbal interaction between the apprentice and the independent assessor. The apprentice must demonstrate that they have achieved occupational competence by responding to questions set by the independent assessor and chosen from a bank of questions. This assessment method will take place in the form of a professional discussion.

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence. One element (see B1 through to B12 in Appendix A) from all five behavioural topics (strong work ethic, adaptability, effective communicator, team working, safety awareness) will be required.

The independent assessors will conduct and assess the professional discussion and the independent assessor will be allowed to select questions, based on their appraisal of the workbook, from a question bank developed by the EPAO.

The professional discussion details are listed below.

- This will consist of fifteen questions posed by the Independent Assessor that confirm knowledge, skills and behaviours as shown in appendix A.
- The assessor will ask questions that refer to evidence in the workbook developed during the apprenticeship in real work environments (e.g. photographs, witness statements and written description of task) and in line with Appendix A.
- The workbook as a minimum must include the evidence described on page 3. Reflective accounts and self-evaluations are not permitted as evidence in the workbook.

- There will be a bank of questions for the professional discussion which will allow the Independent Assessor to choose questions based on the review of the individual apprentice's workbook.
- The professional discussion will be completed in 60 minutes (+ 10% at the discretion of the independent assessor) at an employer work site. The room must be in a quiet location and free from distraction. Additional discussion time may be granted for apprentices with appropriate needs, for example where signing services are required.
- The apprentice may refer to their workbook during the professional discussion.

A structured brief for the assessor and apprentice and a question bank must be developed by EPAOs. The structured brief should be no more than one side of A4 explaining to the independent assessor the structure of the discussion, time constraints, and the areas of the apprenticeship that will be questioned during the session. It is to be used to help the independent assessor to understand the areas of work to be questioned. EPAOs must develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to underpinning knowledge, must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices are given an alternative set of questions in the case of re-sits/re-takes, but should cover all the KSBs mapped to the professional discussion.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The professional discussion may be observed by the employer, but they will have no part in the assessment/grading. The independent assessor will make the final grading decision.

The professional discussion can take place in an employer's premises or other suitable venue selected by the EPAO (e.g. a training provider). The professional discussion should take place in a quiet room, free from distractions.

The EPAO must develop:

- Structured briefs for the professional discussion
- Bank of questions to test behaviours primarily, but also to cover prior learning and practical application

Gateway requirements for assessment method 3

List of supporting material required for this EPA assessment method:

A mandatory workbook will be completed during the apprenticeship to be tested during the professional discussion and will include:

- Records of quarterly appraisal meetings monitoring the progress of the apprentice, feedback given and guides to development.
- Entries maintained by the apprentice and endorsed by the employer/training provider that demonstrate development through the apprenticeship period
- Details of practical tests related to seasonal aspects of the apprentice's work.
- The workbook should demonstrate how each work project and training activity helps to achieve the Knowledge, Skills and Behaviours (KSBs) set out in the apprenticeship standard.
- Include individual pieces of evidence to demonstrate competence against one or more KSBs.
-

Grading for assessment method 3

Each of the individual behaviour topics, plus associated knowledge tested, (strong work ethic, adaptability, effective communicator, team working, safety awareness) within the professional discussion will be graded either a fail, pass, merit or distinction.

The table below is only intended to provide EPAOs with a framework for grading and it is expected that detailed grading criteria will be developed for each knowledge, skill and behaviour using this as a guide.

All of the grading descriptors are required to be met for a pass, merit and distinction relevant to each level.

Name of grade	Grade descriptor	Related KSB
Pass	Explanations:	
	- are logical and plausible	All
	- show comprehension and free from misunderstanding	All
	- explore connections	All

	Can demonstrate:	
	- a strong work ethic by examples of what they have achieved previously	B1
	- adaptability relating to work patterns, projects, performance targets	B5 / B6 /S7
	- awillingness to learn and contribute to their own continuing professional development	B3
	- Ability to take responsibility and be accountable for their own actions	B4 / S13
	- principals of work related communication and communication channels in work place	B7 / S10
	- communicating with different audiences such as staff, colleagues, management and clients / visitors	B11
	- appropriate selection of communication method such as phone, email, face to face or letter	B8
	- how they worked as a team	B9 / S10 / S11
	- kept the team motivated	B2
	- supported the wider business	B9
	- proactive working/leading by example	B11
	- logical choices resulting from risk assessments (H&S and environmental)	B12
	- good choices in activity as a result of risk assessment	B12 /K11 / S7
	- understanding relative to their role	B10 /K11 /K13
	- effective communication of documents to staff	B7 / B8 / S10
Merit	In addition to the pass criteria:	
	- causal links in explanations generated by the candidate.	B12 / K13
	- Understands that individuals need to be supported in a team and the benefit of doing this for both the team and the wider business.	B9/ B10/ B11
	- Choices made resulting from risk assessment and environmental show comprehensive understanding of the hazards and risks from health and safety and environmental perspective.	B12 /B5 / B4 /K11
	- Evidence of establishing a strong health and safety culture on site	B12 /S13
	In addition to the merit criteria: Can explain clearly and concisely:	
	- concepts and theories in explaining decisions taken and application to new situations. and can offer solutions which could be applied to improve the situation	B7 / B5 / B8 / K11 / K13

	- the benefits of adaptable staff, the problems that can arise when staff aren't and can offer potential solutions to resolve this.	B2 / B11
	- the benefits and pitfalls of communication through different methods such as phone, face to face and via email	B7 /B8

Overall Grading

For the apprentice to achieve an overall grade of:

Pass: the apprentice must achieve a minimum of three passes

Merit: the apprentice must achieve a minimum of two merits and one pass

Distinction: the apprentice must achieve a minimum of two distinctions and one merit

RE-SITS

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Distinction.

An apprentice who fails an assessment method will be required to re-sit or re-take any failed assessment methods only.

Order of assessment methods

The assessment methods can be delivered in any order.

Appendix A: Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	<ul style="list-style-type: none"> Safe working practices, policies and codes of practice in relation to current health and safety legislation (including manual handling), job role and workplace including emergency plans 	Online Multiple Choice Test Observation of a practical task
Knowledge		
K2	<ul style="list-style-type: none"> Effective team leader techniques including time management, personal/team development and problem resolution 	Online Multiple Choice Test
Knowledge		
K3	<ul style="list-style-type: none"> Use of production targets, supervisory techniques and IT to raise efficiency and productivity within the packhouse 	Online Multiple Choice Test Observation of a practical task
Knowledge		
K4	<ul style="list-style-type: none"> Planning workloads, staff and resources in response to seasonality differences/order requirements 	Online Multiple Choice Test
Knowledge		
K5	<ul style="list-style-type: none"> How to prepare, use and maintain equipment in a safe efficient and effective condition 	Online Multiple Choice Test Observation of a practical task
Knowledge		
K6	<ul style="list-style-type: none"> Maintenance of hygiene standards relating to product/food storage and packing 	Online Multiple Choice Test
Knowledge		
K7	<ul style="list-style-type: none"> Customer quality standards/specifications/audit process 	Online Multiple Choice Test Observation of a practical task

Knowledge		
K8	<ul style="list-style-type: none"> Importance of the key stages within relevant product supply chains 	Online Multiple Choice Test
Knowledge		
K9	<ul style="list-style-type: none"> Product requirements to maintain quality and minimise losses 	Online Multiple Choice Test
Knowledge		
K10	<ul style="list-style-type: none"> Importance of the systems and of record keeping/storage requirements used within the organisation 	Online Multiple Choice Test
Knowledge		
K11	<ul style="list-style-type: none"> Biosecurity measures when storing and handling fresh/live products such as fruit, vegetable, salads and plants 	<p>Online Multiple Choice Test</p> <p>Observation of a practical task</p> <p>Professional discussion</p>
Knowledge		
K12	<ul style="list-style-type: none"> How to recognise products which are damaged or contaminated and the appropriate action to take 	Online Multiple Choice Test
Knowledge		
K13	<ul style="list-style-type: none"> Input costs, cost of production and margins within the packhouse 	<p>Online Multiple Choice Test</p> <p>Professional Discussion</p>
Knowledge		
K14	Security of the facility	Online Multiple Choice Test
Knowledge		
K15	Impact of packhouse operation on the external environment	Online Multiple Choice Test
Skills		
S1	Promote and maintain hygiene, health, safety (inc manual handling) and security for self, others and ve/fresh products	Observation of a practical task
Skills		

S2	Use IT to support your role	Observation of a practical task
Skills		
S3	Manage accurate records within the packhouse environment	Observation of a practical task
Skills		
S4	Establish, maintain and promote effective working relationships	Observation of a practical task
Skills		
S5	Concise reporting on operational issues	Observation of a practical task
Skills		
S6	Resolve problems effectively	Observation of a practical task
Skills		
S7	Implement Hazard Analysis Critical Control Points (HACCP) plans	Observation of a practical task Professional discussion
Skills		
S8	Plan production schedules for efficient line operation	Observation of a practical task
Skills		
S9	Coordinate products and resources to meet customer demand, taking into account specific food safety/product quality requirements	Observation of a practical task
Skills		
S10	Supervise the identification, selection and preparation of fresh products such as fruit, vegetables, cut flowers and plants for sale/dispatch to achieve high quality and hygiene standards	Observation of a practical task

		Professional discussion
Skills		
S11	Supervise packaging of product to agreed specifications within shelf life requirements	Observation of a practical task Professional Discussion
Skills		
S12	Supervise the operation to ensure line meets production targets and food safety requirements	Observation of a practical task
Skills		
S13	Ensure routine maintenance and checks are performed appropriately	Observation of a practical task Professional discussion
Skills		
S14	Operate food processing/packing machinery and equipment safely and efficiently	Observation of a practical task
Skills		
S15	Develop self and others to maximise individual/team performance	Observation of a practical task
Skills		
S16	Respond appropriately to incidents and emergencies in the workplace	Observation of a practical task
Skills		
S17	Physically demonstrate required tasks and review subsequent understanding and performance of individuals	Observation of a practical task
Skills		
S18	Lead and motivate a team of operatives to achieve targets	Observation of a practical task
Behaviours		

B1	Have a strong work ethic including pride in work, attention to detail, integrity, honesty, time management, loyalty and respect for others	Professional discussion
Behaviours		
B2	Positive attitude, motivated, dependable, ethical, responsible, flexible and reliable	Observation of a practical task Professional discussion
Behaviours		
B3	A willingness to learn and contribute to their own continuing professional development	Professional discussion
Behaviours		
B4	Ability to take responsibility and be accountable for their own actions	Observation of a practical task Professional Discussion
Behaviours		
B5	Able to adapt to change in conditions, technologies, situations and working environments	Professional discussion
Behaviours		
B6	Willingness to accept changing priorities and work patterns when new jobs need to be done, or requirements change	Professional discussion
Behaviours		
B7	A clear and effective communicator	Observation of a practical task Professional discussion
Behaviours		
B8	Able to give/receive information and instruction accurately and in a timely and positive manner	Professional discussion
Behaviours		
B9	Work and contribute effectively to the team and wider business	Professional discussion
Behaviours		
B10	Ability to work on own initiative and lead by example	Professional discussion
Behaviours		
B11	Work proactively with internal and external people to achieve positive outcomes	Professional discussion

Behaviours		
B12	Embrace a safety culture and apply proactively to self, colleagues and visitors	Professional discussion