

SAQA ID
58345

DURATION
12 Months

CREDITS
150

QCTO

FETC:

FOOD MANUFACTURING MANAGEMENT

NQF Level 4



WHO SHOULD STUDY THIS COURSE?

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads.

The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:

- Analysing events that impact on a business and its competitive environment.
- Complying with organisational standards.
- Motivating an individual or team.
- Negotiating in a work situation.
- Understanding the role of business strategy as it applies to junior management.
- Managing the budget within a specific area of responsibility.
- Applying management principles and practices within a specific area of responsibility.
- Managing work unit performance to achieve goals.
- Behaving ethically and promoting ethical behaviour in a work situation.
- Demonstrating understanding of the consequences in a work unit of HIV/AIDS.
- Gathering and analysing information.

The learners who achieve this qualification will be able to demonstrate competencies in management relating to Planning, Organising, Leading, Controlling and Ethics. Overall, this qualification will ensure that learners are capable of:

- Developing plans to achieve defined objectives.
- Organising resources in accordance with a developed plan.
- Leading a team to work co-operatively to achieve objectives.
- Monitoring performance to ensure compliance to a plan.
- Making decisions based on a code of ethics.

Rationale:

This qualification lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in any occupation, particularly those who are currently operating as junior managers. The qualification introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in any occupation. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning.

The scope of management covers four domains: leadership, self-management, people management and management practices. This qualification addresses each of these domains with generic competencies, thereby enabling learning programmes to be contextualised for specific sectors and industries. Provides opportunities for people to transfer between various specialisations within management. This will therefore enable management competencies to be strengthened, and enable managers to better manage systems, processes, resources, self, teams and individuals in various occupations. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work. Ultimately, this qualification is aimed at improving the productivity and efficiency of managers within all occupations in South Africa.

Exit Level Outcomes

Planning

- Develop plans to achieve defined objectives.

Organising

- Organise resources in accordance with developed plan.

Leading

- Lead a team to work co-operatively to achieve objectives.

Controlling

- Monitor performance to ensure compliance to a developed plan.

Ethics

- Make decisions based on a code of ethics.

ASSOCIATED ASSESSMENT CRITERIA

Planning

1.

Information is analysed and presented according to organisational objectives and requirements.

A plan is developed by using a systematic process.

Tasks, resources, timeframes and measurement criteria are defined and aligned to meet organisational objectives.

Organising

2.

Methods, procedures and techniques to organise a work unit are applied in accordance with organisational requirements.

The activities of the work unit are analysed and adjusted in order to align to the organisational strategies.

Resources are allocated to achieve the developed plan.

Leading

3.

The principles of leadership are explained and applied within a work unit.

The organisation's objectives and Standard Operating Procedures (SOPs) are analysed in order to determine the direction of work units.

Knowledge of group dynamics is applied to build a team.

Controlling

4.

Work unit performance is measured against organisational objectives.

Corrective action is taken in response to performance variances in accordance with Standard Operating Procedures (SOPs).

Ethics

5.

The concept of ethics is explained in terms of its influence on the activities of a work unit.

The value of a code of ethics is explained in terms of its impact on decision making.

Ethical decisions are made in the workplace.

Integrated Assessment:

Integration implies that theoretical and practical components are assessed together. It also implies that learning in different unit standards could and should be assessed in an integrated way where possible. Integrative assessment techniques may be used to assess multiple specific outcomes within multiple unit standards within the learner's work context. Within each unit standard, the specific outcomes and associated assessment criteria guide the learning process. The assessment determines whether the outcomes have been attained.

Assessments should be flexible and must cater for a wide range of options and contexts. Assessment must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged.

Assessment of Communication and Mathematical Literacy should be contextually based in accordance with the specialisation and context chosen and applied.





Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learner's skill and knowledge level. Its goal is to assess the learner's competence providing feedback to both learner and facilitator for further learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process.

Assessment must also have a summative component. Summative assessment may be used on completion of a unit standard but should not be the only form of assessment.

A variety of methods must be used in assessment, and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess all competencies in the workplace, simulations, case studies and other techniques should be used to provide a context appropriate to the assessment.

Admission Requirements:

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3
- Computer Literacy at NQF Level 3.

Unit Standard			
ELECTIVES	Maintaining occupational health, safety and general housekeeping	3	8
	Controlling and locating stock	3	8
	Manage individual and team performance	4	8
	Demonstrate an understanding of manufacturing principles, methodologies and processes	5	7
	Control and adjust utilities in a food or beverage manufacturing plant	4	10
	Apply occupational health, safety and environmental principles	3	10
	Formulate and implement an action plan to improve productivity within an organisational unit	4	8
	Supervise stock counts	4	8
	Produce and maintain work activity reports	4	8
	Monitor and control quality assurance procedures in a food or sensitive consumer product operation	4	8
	Demonstrate an understanding of the concept of microbiology in a food handling environment	3	6
	Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system,	3	6
	Identify, suggest and implement corrective actions to improve quality or project work	4	7
	Perform quality control practices in a food or sensitive consumer product operation	3	6

ELECTIVES	Induct a member into a team	3	4
	Demonstrate understanding of HIV/AIDS and its impact on the workplace	3	4
	Maintain records for a team	3	4
	Identify and explain the core and support functions of an organization	3	6
	Explain the contribution made by own area of responsibility to the overall organisational strategy	4	5
	Describe the relationship of junior management to other management roles	4	5
	Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge	3	5
	Manage individual and team performance	4	8
	Supervise implementation of loss control measures,	4	8
	Describe basic freight logistic principles,	3	6
			163

Unit Standard			
FUNDAMENTAL	Accommodate audience and context needs in oral/signed communication	3	5
	Interpret and use information from texts	3	5
	Use language and communication in occupational learning programmes	3	5
	Write/present/sign texts for a range of communicative contexts	3	5
	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
	Engage in sustained oral/signed communication and evaluate spoken/signed texts	4	5
	Read/view, analyse and respond to a variety of texts	4	5
	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	4	4
	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	4	5
	Use the writing process to compose texts required in the business environment	4	5
Write/present/sign for a wide range of contexts	4	5	
			55



Unit Standard			
CORE	Apply leadership concepts in a work context	4	12
	Apply the organisation's code of conduct in a work environment	4	5
	Conduct a structured meeting	4	5
	Employ a systematic approach to achieving objectives	4	10
	Identify responsibilities of a team leader in ensuring that organisational standards are met	4	6
	Manage Expenditure against a budget	4	6
	Monitor the level of service to a range of customers	4	5
	Motivate and Build a Team	4	10
	Prioritise time and work for self and team	4	5
	Solve problems, make decisions and implement solutions	4	8
			72

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