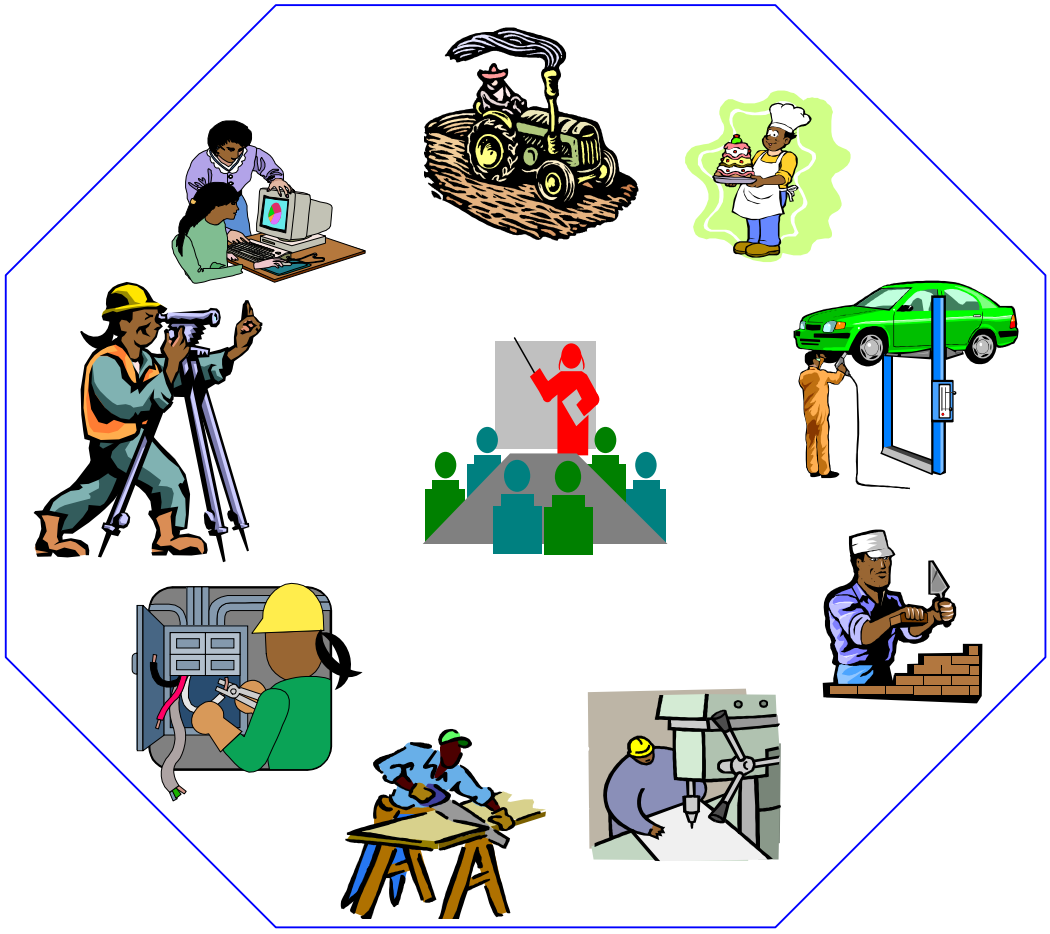
Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

TEA PROCESSING

NTQF Level II and III



Ministry of Education
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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 Ethiopian Occupational Standards (EOS) are - a 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:

- the chart with an overview of all Units of Competence for the respective occupation (Unit of Competence Chart) including the Unit Codes and the Unit of Competence titles
- the contents of each Unit of Competence – this includes further directions on the contents and format of the unit of competence
- 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: Tea Processing

Occupational Code: IND TPR

NTQF Level II

IND TPR2 01 0613 Work in a Clean Room Environment	**IND TPR2 02 0613** Handle Green Leaves Processes	**IND TPR2 03 0613** Clean Equipment in Place
IND TPR2 04 0613 Clean and Sanitize Equipment	**IND TPR2 05 0613** Inspect and Sort Materials and Product	**IND TPR2 06 0613** Apply Sampling Procedures
IND TPR2 07 0613 Participate in Sensory Analysis	**IND TPR2 08 0613** Work with Moisture Controlled Stock	**IND TPR2 09 0613** Perform Tea Blending
IND TPR2 10 0613 Operate an Extraction Process	**IND TPR2 11 0613** Operate a Concentration Process	**IND TPR2 12 0613** Operate a Process Control Interface
IND TPR2 13 0613 Co-ordinate a Label Store	**IND TPR2 14 0613** Conduct Routine Maintenance	**IND TPR2 15 0613** Use Basic Mathematical Concept
IND TPR2 16 0613 Participate in Workplace Communication	**IND TPR2 17 0613** Work in Team Environment	**IND TPR2 18 0613** Develop Business practice
IND TPR2 19 0613 Standardize and Sustain 3S		

NTQF Level III

IND TPR3 01 0613 Inspect Quality of Raw Materials and Production	**IND TPR3 02 0613** Operate Processes in a Tea Production System	**IND TPR3 03 0613** Operate Withering Process
IND TPR3 04 0613 Operate Rolling and Cutting Process	**IND TPR3 05 0613** Monitor Fermentation Process	**IND TPR3 06 0613** Monitor and Operate Drying Operation
IND TPR3 07 0613 Operate Sorting and Grading of Made Tea	**IND TPR3 08 0613** Operate Tea Packaging and Labeling Process	**IND TPR3 09 0613** Perform Basic Tea Test
IND TPR3 10 0613 Undertake Tea Processing Maintenance Activities	**IND TPR3 11 0613** Apply Raw Materials/ Ingredient and Process Knowledge	**IND TPR3 12 0613** Perform Stock Control Procedures
IND TPR3 13 0613 Participate in a HACCP Team	**IND TPR3 14 0613** Set up a Production/ Packaging Line for Operation	**IND TPR3 15 0613** Monitor Implementation of Work plan/Activities
IND TPR3 16 0613 Apply quality Control	**IND TPR3 17 0613** Lead Workplace Communication	**IND TPR3 18 0613** Lead Small Teams
IND TPR3 19 0613 Improve Business Practice	**IND TPR3 20 0613** Prevent and Eliminate MUDA	

NTQF Level II

Occupational Standard: Tea Processing Level II	
Unit Title	**Work in a Clean Room Environment**
Unit Code	**IND TPR2 01 0613**
Unit Descriptor	This is a Specialist unit. It covers the skills and knowledge required to gown-up, enter and work in a clean room environment and de-gowns to minimize contamination risks.

Elements	Performance Criteria
1. Prepare to enter a clean room environment	1.1 Appropriate ***protective clothing and footwear*** are identified and available. 1.2 Clothing and footwear are correctly fitted and inspected prior to entering ***a clean room***. 1.3 Hand washing and disinfecting procedures are followed according to workplace ***policy and procedure***.
2. Work in a clean room environment	2.1. Workplace procedures are followed to enter a clean room environment. 2.2. Work activities are conducted so as to minimize risk of contamination.
3. Exit a clean room environment and de-gown	3.1 Workplace procedures are followed to exit a clean room environment. 3.2 Protective clothing and footwear are removed according to workplace procedure. 3.3 ***Clean room environment information*** are recorded according to workplace recording requirements.

Variable	Range
Protective clothing and footwear	May Include: • fit for purpose and appropriate to a clean room environment
A clean room	May Include: • any environmentally graded work area
policies and procedures	May Include: • Work is carried out according to company policies and procedures, licensing requirements, legislative requirements, and industrial awards and agreements. • When applied to the pharmaceutical industry, relevant GMP codes apply and reference to food safety is replaced by GMP
clean room environment information	May include: • Standard Operating • Procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • able to understand the impact of odd odours and smell may alter the sensory characteristics of tea • Understand the sanitary protocols during processing
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Purpose and conditions required in a clean room environment. This includes an understanding of how the clean room maintains a clean environment and related airflow systems • Preparation and handling requirements for garments and footwear worn in a clean room environment. This includes an understanding of garment features appropriate to a clean room environment and inspection procedure to confirm clothing and footwear are fit for use prior to fitting • Inspection points to confirm that clothing and footwear are correctly fitted according to workplace procedures • Procedures to follow if garments are not fit for use • Clean room control measures and related monitoring requirements for conducting work in a clean room and consequences of not complying with these requirements. Typically work is conducted slowly to minimize disturbance of particulates • Procedures to follow to minimize risk of contamination including cleaning, sanitation, sterilization and disinfecting of equipment and surfaces • This may include pressure differences between the clean room and change room and knowledge of location of pressure gauges. It may also involve checking operating conditions of ventilation systems • Entry procedures • Conditions which can cause contamination, and control measures to avoid this occurring • OHS hazards and controls. This includes awareness of the limitations of protective clothing and equipment relevant to the work process • Procedures for exiting and de-gowning • Laundering requirements and procedures • Housekeeping requirements for work area • Recording requirements and procedures
Underpinning Skills	Demonstrate skills to: • Access workplace information to determine clean room work requirements • Confirm that protective clothing and footwear are appropriate for use • Follow procedures to fit and inspect protective clothing and footwear

	• Follow procedures to enter a clean room environment. This includes following appropriate hand washing and disinfecting procedures and fitting gloves as required • Conduct work in a manner appropriate to minimizing risk of contamination. This includes following procedures for sterilizing and disinfecting equipment and surfaces as required • Exit the clean room environment according to workplace procedures • Remove protective clothing and footwear in correct sequence and deposit for laundering according to workplace procedures • Complete records as required • Maintain work
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Handle Green Leaves Processes**
Unit of Code	**IND TPR2 02 0613**
Unit Descriptor	This unit deals with the skills, knowledge and attitudes required to perform handling of green leaves process. It involves processing postharvest handling of green leaf after plucking of the tea leaf shoots from the bush which includes handling at hand; placing the leaf in the basket and transporting the leaf bag to factory.

Elements	Performance Criteria
1. Leaf handling at hand	1.1 The plucked leaf which will be held by the hands should be optimum. 1.2 Once the plucked leaf which will be held by hands become optimum, they should be placed in the plucking basket for appropriate ***leaf handling*** management. 1.3 Any unnecessary mechanical damage to the leaf is avoided. 1.4 Basket, bag and hand should be made free from contamination.
2. Leaf handling at basket and bag	2.1 The plucked leaf will be placed in the basket loosely. 2.2 The amount of placed leaf in the basket shouldn't be beyond the standards. 2.3 The plucked leaf which will be placed in the basket shouldn't be left in the sun.
3. Leaf Handling during transportation	3. 1. The transported leaf bag should be hooked and air ventilated during transit. 3. 2. The bags are always made not on pile each other one up one another during transportation. 3. 3. ***Tools and equipment*** for the application of leaf handling are made mandatory. 3. 4. Therefore providing sufficient transport to move the tender leaf to factory is important. 3. 5. Leaf handling is always made by taking in to account of an ***Occupational Health and Safety (OHS)*** and environmental impact.

Variables	Range
Leaf handling	May Include: • The scope of this work covers the receiving of green leaf from the tea estates, applying different postharvest handlings to the plucked leaf until it reached to the factory gate.
Tools and Equipment	May Include: • Leaf shades

	• Bags • Basket • Leaf handling sheet • transporting tractors (vehicles) • trailers
Occupational Health & Safety (OHS)	May Include: • Wearing synthetic gloves • Protective clothes
Types and Sources of Information	May Include: • From tea hand book • From manual prepared by experts
Required knowledge	May Include: • Postharvest Technologies • Impact of leaf handling on quality production

Evidence Guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Applying different postharvest technologies on the plucked leaf in order to maintain the quality • Maintain the leaf condition by appropriate placing of the leaf in the bag and shade • Keep the quality of the leaf during transportation to the factory
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Postharvest Technologies • Nature of the tea leaf • Impact of leaf handling on quality production • Uses of equipment for the application of leaf handling
Underpinning Skills	Demonstrate skills to: • use all equipment and tools components to operate the handling of green leaf • operate the equipments using different key instruments • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Clean Equipment in Place**
Unit Code	**IND TPR2 03 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to prepare process equipment for Cleaning In Place (CIP) or in-line.

Elements	Performance Criteria
1. Prepare for cleaning	1.1 ***Chemical stocks*** are made available to meet cleaning and sanitation requirements. 1.2 ***Services*** are confirmed as available and ready for operation. 1.3 Equipment shutdown is planned and equipment is taken off-line for cleaning. 1.4 Equipment and related valves and pipe work are configured to confirm readiness for cleaning. 1.5 The plant is set for the cleaning cycle.
2. Operate and monitor the cleaning process	2.1. The cleaning cycle is undertaken according to company ***policies and procedures***. 2.2. The cleaning process is ***monitored*** to confirm cleaning meets company requirements. 2.3. ***Cleaning data*** is recorded according to workplace reporting requirements. 2.4. Out-of-specification process and equipment performance is identified, rectified and/or reported.
3. Dispose of waste and return plant to operating condition	3.1 Cleaning chemicals are flushed from plant and disposed of according to company policies and procedures. 3.2 Work is conducted according to environmental requirements. 3.3 Plant is set up to meet operational requirements.

Variable	Range
Chemical stock	May include: • automatically controlled or manually dosed/stocked
Services	May include: • power • water • Steam • compressed and instrumentation air
Policies and procedures	Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP

Monitoring the process	May include: • chemical strength • cycle time • temperatures • time • storage tank levels • condensate quality • control panels and systems
Cleaning data	May include: • Standard Operating Procedures (SOPs) • specifications • production cleaning schedules and instructions • signs and symbols • Materials Safety Data Sheets (MSDS) • manufacturers' advice • standard forms and reports

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • shut down equipment and prepare for cleaning • prepare and use chemicals according to safe work requirements • clean equipment to meet work standards • monitor cleaning and report or address any non-compliances • flush equipment and dispose of waste according to environmental guidelines • complete required documentation • apply safe work practices and identify OHS hazards and controls • Apply food safety procedures
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • purpose and basic principles of CIP, including the use and functions of caustic and acid solutions, and cleaning sequence and stages as required in the workplace • purpose and use of cleaning equipment and chemicals used • terminology relating to the chemical solutions used • safe work procedures, including appropriate signage of cleaning activities and safe handling and storage of cleaners and sanitisers used • purpose and limitations of protective clothing and equipment • cleaning and sanitation requirements, including different levels of cleaning requirements depending on the reason for cleaning • characteristics of cleaning and sanitising chemicals used, including basic composition as well as compatibility of chemicals with types of equipment

	• methods used to render equipment safe to clean, including the status and purpose of equipment guards, relevant lock out/tag out and isolation procedures • equipment settings required for cleaning and for operating respectively • basic operating principles of process control where relevant, including the relationship between control panels and systems and the physical equipment • inspection points for cleaning and sanitation • consequences of contamination of process flows by cleaning solutions and related safeguards • types of waste generated by both the production and the cleaning process and related collection, treatment and disposal requirements • environmental consequences of incorrect cleaning waste disposal procedures • requirements to liaise/advise related work areas • reporting and recording systems • routine maintenance procedures where relevant • sampling methods and test procedures where relevant
Underpinning Skills	Demonstrate skills to: • access workplace information, such as the cleaning schedule to identify cleaning requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • handle and prepare cleaning and sanitation agents safely, including following correct handling and preparation procedures and use of appropriate protective clothing and equipment as required • schedule cleaning and/or liaise with related work areas to take equipment and area off-line with minimal disruption to production • prepare equipment and area for cleaning, such as rendering equipment safe to clean, removing obstacles and unnecessary equipment, correctly positioning equipment (e.g. valves, pipes, vents and taps), selecting appropriate cleaning cycle, removing waste and/or dismantling equipment • clean equipment according to cleaning process cycle and procedures, such as starting up and operating the CIP process in both automatic and manual modes • monitor the process and equipment operation to maintain the cleaning process within the required parameters • locate emergency stop functions on equipment • return plant to operating order • return area to working order

	• take corrective action in response to out-of-specification results • advise affected work areas of cleaning schedule and progress • maintain and store chemicals and related equipment as required • carry out relevant checks and inspections to confirm effectiveness of cleaning • sort, collect, treat, recycle or dispose of waste • record cleaning information • maintain work area to meet housekeeping standards • conduct routine maintenance according to enterprise procedures • take samples and conduct tests according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Clean and Sanitize Equipment**
Unit Code	**IND TPR02 04 0613**
Unit Descriptor	This unit of competency covers the purpose and effect of cleaning, sanitation and related procedures for Roasting, Blending & Grounding production equipment. This is an operational/Specialist unit. This unit should be selected where the operator is primarily responsible for cleaning and/or where they require a more detailed knowledge of cleaning and sanitation processes to carry out cleaning responsibilities. This unit applies to both wet and dry cleaning methods.

Elements	Performance Criteria
1. Prepare for cleaning	1.1 Cleaning/sanitizing agents and ***services*** are available and ready for use. 1.2 ***Workplace information*** about Cleaning and sanitizing equipment is identified. 1.3 Equipment is cleared of product and/or packaging consumables in preparation for cleaning. 1.4 Equipment is rendered safe to clean.
2. Clean and sanitize equipment to meet workplace requirements	2.1 Equipment is cleaned and sanitized according to ***workplace procedure*** and requirements. 2.2 ***Cleaning and sanitizing chemical*** according to workplace procedure and requirements. 2.3 ***Equipment is inspected*** to confirm operating condition and cleanliness. 2.4 Unacceptable equipment condition is identified and reported according to workplace procedures. 2.5 Cleaning equipment and chemicals are stored according to workplace procedure. 2.6 Waste from cleaning process is disposed of according to work place procedures. 2.7 ***Equipment is restored*** to operating order.

Variable	Range
Services	May include: • power • water • steam • compressed and instrumentation air
Workplace information	May include: • work instructions/Standard Operating Procedures (SOPs)

	• specifications • production and cleaning schedules • labels and codes • safety signs and symbols • Materials Safety Data Sheets (MSDS) • standard forms • written or verbal instruction
Workplace procedures	May include carried out in accordance with company procedures, licensing requirements, legislative requirements, and industrial awards and agreements.
Cleaning and sanitizing chemicals	May Include: • pre-mixed or manually mixed
Inspecting cleaning effectiveness	May include carrying out a visual inspection
Preparing/restoring equipment	May include: • simple dismantling and reassembling of equipment parts • basic isolation • covering of motors and instrumentation

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • prepare equipment for cleaning • prepare and use chemicals according to safe work requirements • clean and sanitise equipment to meet work standards • monitor cleaning and report or address any non-compliances • dispose of waste according to environmental guidelines • complete required documentation • apply safe work practices and identify OHS hazards and controls • apply food safety procedures
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • The purpose of cleaning and sanitation and importance in maintaining food safety • Functions of cleaners, sanitisers and related equipment • Safe work procedures, including appropriate signage of cleaning activities, safe handling and storage of cleaners and sanitisers used, safety when using cleaning methods, such as hot water and steam hoses, and status and purpose of safety guards • Purpose and limitations of protective clothing and equipment • Cleaning and sanitation requirements relating to work responsibilities, including the need for different levels of cleaning where relevant • Procedures for preparing cleaners and sanitizers as required • Cleaning methods to be followed relating to work responsibilities

	• other work areas/operators who need to be consulted/advised on timing of cleaning • Methods used to render equipment safe to clean, including understanding the status and purpose of equipment guards, relevant lock out/tag out and isolation procedures and related equipment settings for both cleaning and operating as required • procedures for conducting cleaning and sanitising • Types of waste generated by the cleaning process and related collection, treatment and disposal requirements • Potential environmental impact of incorrect waste handling • Inspection, cleaning and storage requirements of cleaning equipment used • Inspection points and methods for confirming the effectiveness of cleaning and sanitation, including visual inspection, and where required, recording of cleaning conducted • Inspection requirements to confirm equipment condition, including acceptable equipment condition, ability to identify faulty or unacceptable equipment and take required corrective action • Recording requirements and responsibilities • Routine maintenance procedures where relevant • Sampling methods and test procedures where relevant
Underpinning Skills	Demonstrate skills to: • Access workplace information, such as the cleaning schedule to identify cleaning requirements • Select, fit and use personal protective clothing and/or equipment • Confirm supply of necessary cleaning and sanitising equipment and services • Select and prepare cleaners and sanitisers as required according to workplace procedures • Prepare equipment for cleaning, such as rendering equipment safe to clean, clearing product and waste materials, covering motors and instrumentation where steam or water hoses are used, and simple dismantling of equipment parts • Advise any affected work areas/operators of cleaning progress to coordinate timely completion with minimal disruption to production • Clean and sanitise equipment as required according to workplace procedures and cleaning schedule • Return equipment to operating order (this may involve basic assembly of equipment parts) • Inspect equipment to identify equipment condition and cleanliness • Locate emergency stop functions on equipment

	• Report and/or correct unacceptable equipment condition • Maintain housekeeping standards • Prepare cleaners and sanitisers as required • Store cleaners, sanitisers and related equipment as required • Carry out relevant checks and inspections • Maintain work area to meet housekeeping standards • Conduct routine maintenance according to enterprise procedures • Take samples and conduct tests according to enterprise procedures • Record cleaning and sanitation information according to enterprise procedures • Use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • Work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Inspect and Sort Materials and Product**
Unit Code	**IND TPR02 05 0613**
Unit Descriptor	This is a specialist unit. It covers the skills and knowledge required to inspect and sort product/incoming materials ready for processing.

Elements	Performance Criteria
1. Inspect materials to confirm fitness for use	1.1 Type and quality requirements of materials are confirmed according to workplace ***policy and procedure***. 1.2 Materials are conveyed/transferred by the ***material transfer equipment*** to required locations.
2. Sort materials	2.1 Materials/***product is inspected*** to confirm quality requirements are met. 2.2 Materials/product is sorted as required to meet production requirements. 2.3 Unacceptable quality is identified and reported according to workplace reporting requirements. 2.4 Access ***workplace information*** on materials. 2.5 The workplace meets ***housekeeping*** standards.

Variable	Range
Policies and procedures	May Include: • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Materials transfer equipment	May Include: • mechanical or pneumatic • conveyors • flumes • pumped systems
Product inspection and sorting	May Include: • Sizing • Quality inspection • sorting/grading • Aspects of these processes may be: ➢ Automated or done using equipment such as sieves. • Related processes may include: ➢ trimming ➢ removal of unacceptable product
Workplace information	May Include: • instructions/operating procedures (SOPs)

	• specifications • production schedules • labels and codes • safety signs and symbols • photos or other visual representations of acceptable quality • standard forms • verbal messages • requests or instructions
Housekeeping process	May Include: • washing and cleaning product
Inspection	May Include: • Visual inspection

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • Apply the tools to identify the tea grades during sorting • Implementing procedures for material and product inspecting and sorting • Coordinating material and product inspecting and sorting
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Purpose and standards to be met by the inspection and sorting process. This includes a detailed understanding of the criteria and specifications as they apply to inspection and sorting requirements • The relationship between visual inspection and sorting and other inspection procedures such as those that may be conducted by a laboratory or at subsequent processing stages • Typical causes of unacceptable or out-of-specification product. This includes causes of product damage that can occur prior to arrival at the plant and as part of the handling process • The stages that occur in the inspection and sorting process and their effect on product. This may include in-line cleaning/conditioning and product/materials transfer stages • Typical equipment faults and related causes. This includes recognition of signs and symptoms of faulty equipment and early warning signs of potential problems • Contamination/food safety risks associated with the sorting process and related control measures • OHS hazards and controls. This includes awareness of the limitations of protective clothing and equipment relevant to the work process • Procedures and responsibility for reporting production and performance information • Environmental issues and controls relevant to equipment operation. This includes waste collection and handling procedures related to the process

	• Basic operating principles of equipment used. This may include an operational understanding of main equipment components; status and purpose of guards; emergency stop, isolation and lockout controls; equipment operating capacities and applications; and a knowledge of services required and action to take if services are not available • Recording procedures and responsibilities • Washing/cleaning requirements and standards
Underpinning Skills	Demonstrate skills to: • Access workplace information on materials specification/quality requirements • Select, fit and use personal protective clothing and/or equipment • Inspect quality of materials to confirm compliance with quality specifications. This may include confirming: ➢ product type and quantity ➢ product condition - this may include identifying any bruising, discoloration or other damage, confirming product is clean, and checking size/weight • Identify out-of-specification or non-conforming product and follow procedures to separate unacceptable product • Respond to and/or report equipment failure within level of responsibility • Maintain work area to meet housekeeping standards • Complete workplace records as required • Demonstrate procedures for operating materials transfer equipment as required • Wash/clean raw materials or product
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Apply Sampling Procedures**
Unit Code	**IND TPR02 06 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to understand the requirements of sampling plans, and to collect and transfer samples to retain sample integrity.

Elements	Performance Criteria
1. Prepare for sampling	1.1 ***Sampling requirements*** are identified in accordance with the sampling plan. 1.2 Sampling equipment, containers and labels are prepared.
2. Collect samples	2.1. Samples are collected according to ***sampling*** procedures and the requirements of the sampling plan and ***sampling technique***. 2.2. Samples are handled and prepared to preserve sample and source ***integrity***. 2.3. Defects or abnormalities in source material and/or sample are identified and reported. 2.4. ***Sample information*** is recorded according to workplace sample recording requirements. 2.5. The work area is maintained according to housekeeping standards. 2.6. Work is conducted in accordance with workplace environmental guidelines, ***policy and procedure***.

Variable	Range
Sampling requirements	May include: • sampling under standard conditions • sampling after processes are adjusted in response to variation or non-conformance
Sampling	May include: • Sampling typically occurs at a number of points and using a range of techniques
Sampling techniques	May include: • sub-sampling
Maintenance of sample integrity	May include: • use of appropriate personal protective clothing • use of clean sampling tools and containers (sterilised tools/containers for aseptic sampling) • temperature control • addition of preservatives as required
Sampling information	May include: • Standard Operating Procedures (SOPs)

	• specifications • production schedules and instructions • manufacturers' advice • sampling plans
Policies and procedures	May include: • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • conduct pre-start checks on equipment used for collecting and handling samples • collect, handle and store samples according to sampling requirements and standards • take corrective action in response to typical defects and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • Apply food safety procedures.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • basic sampling principles, including the importance of following the sampling plan to obtain representative sampling reflecting characteristics of source material, the sample characteristics and related preservation, handling and storage requirements, and the labelling system purpose and requirements • tests to be conducted on samples and related handling and preparation requirements and responsibilities • characteristics of materials sampled and common contaminants and related conditions under which contamination is likely to occur • sampling techniques relevant to samples collected, such as sterilisation methods and procedures • the relationship between sampling, testing and production processes, including different sampling regimes that may apply in response to non-standard conditions or after corrective action is taken to adjust production outputs • procedures and responsibility for reporting and recording sampling information, such as legislative requirements • procedures for preparing samples where relevant
Underpinning Skills	Demonstrate skills to: • access and interpret sampling plan to identify sampling requirements • select, fit and use personal protective clothing and/or equipment

	• prepare for sampling to ensure required tools, containers and labels are available • follow sampling procedures and the sampling plan to collect samples from the points, in the quantities and at the times specified • identify atypical source materials and/or samples and take corrective action, such as reporting abnormalities, repeating sample collection and/or following intensive sampling schedules as required • complete sample records according to workplace requirements, such as labelling samples as required • transfer samples for testing • maintain work area to meet housekeeping standards • prepare samples according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Participate in Sensory Analysis**
Unit Code	**IND TPR02 07 0613**
Unit Descriptor	This is an optional unit. It covers the skills and knowledge required to participate in sensory analyses.

Elements	Performance Criteria
1. Prepare to conduct sensory analysis	1.1 Personal conduct and the test environment are made appropriate to conducting sensory analysis. 1.2 ***Criteria for assessment*** are made available and appropriate to analysis requirements. 1.3 Method of ***sensory analysis*** is made appropriate. 1.4 Samples are made available for analysis. 1.5 Defects or abnormalities in sample are identified and reported.
2. Conduct sensory analysis	2.1. Samples are analyzed according to workplace ***procedure*** and analysis criteria. 2.2. ***Sensory analysis information*** and results are recorded according to workplace recording requirements.

Variable	Range
Criteria for assessment	May Include: • flavor • appearance • aroma • texture
Sensory analysis	May Include: • conducted by individuals and/or panels • applied to materials/ingredients and/or final products
Procedures	May include work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Sensory analysis information	May Include: • Standard Operating Procedures (SOPs) • Specifications • sampling plans • sensory analysis criteria and reporting documentation

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • evidence of recognising the organoleptic properties of foods, • implementing procedures for sensory testing, and • coordinating a taste panel and recording the results

Underpinning Knowledge and Attitudes	• Principles of sensory analysis. This includes an understanding of attributes that can be detected by taste and smell such as sour, sweet, salty and bitter; how these different tastes are detected - where on the tongue tastes are discerned; and the interaction between taste and smell. It also includes an understanding of attributes detected by mouth feel and appearance • Sensory analysis system and procedures. This may include an understanding of the collection and use of reference samples, the role of the individual in the analysis process and how the system validates analysis results • Specific criteria used to evaluate material/product samples and the associated descriptions • Sample preparation requirements. This is dependent on materials/products to be analyzed and includes an awareness of the effect of sample temperature on sensory analysis • The effect of personal conduct on analytical ability. This includes an awareness of stimuli and conditions that can dull sensitivity • Requirements of the environment appropriate to conducting sensory analyses • The components of material/product sampled that contribute to flavor, aroma, appearance and texture • The likely causes of variation in results. This includes an understanding of the typical variation that can occur in the material/product and how these occur, as well as an understanding of how the method of analysis, environment and state of individual participants that can affect the outcome • Procedures and responsibility for recording and reporting sensory analysis information
Underpinning Skills	• Access and interpret sensory analysis schedule and • analysis criteria to identify requirements • Ensure that personal conduct does not jeopardize • analytical ability • Confirm that samples are available and in an appropriate • condition for analysis • Follow procedures to analyze samples provided • Record and/or report results of analysis
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Work with Moisture Controlled Stock**
Unit Code	**IND TPR2 08 0613**
Unit Descriptor	This is a specialist unit. It covers the skills and knowledge required to store and retrieve temperature controlled stock from appropriate storage facilities.

Elements	Performance Criteria
1. Store stock to meet temperature control requirements	1.1 Goods requiring temperature control are identified according to ***policy and procedure***. 1.2 Goods are located in correct storage areas to meet storage temperature, stores handling and stock rotation ***requirements***. 1.3 ***Stores information*** is recorded according to workplace requirements.
2. Monitor and maintain temperature of stock within specifications	2.1. ***Stock temperature*** is monitored to confirm temperature is within specified limits. 2.2. Storage areas are monitored to confirm temperature is within storage zone limits. 2.3. Residence time in ***temperature controlled stores*** is monitored to meet stock control requirements. 2.4. Out of specification storage temperatures are identified and corrective action is taken.
3. Transfer temperature controlled stock	3.1 Goods are handled and transferred to maintain temperature control and meet stock rotation requirements. 3.2 Stores transfer information is recorded according to workplace reporting requirements.

Variable	Range
Policies and procedures	May include: • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Requirements	May include: • Typically reflected in procedures and specifications. Legislation relevant to this industry includes the Food Standards Code including labeling, weights and measures legislation; and legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity
Store information	May include: • Standard Operating Procedures (SOPs)

	• specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Temperature controlled stock	May include: • stock to be stored at a constant temperature • at different temperatures for given durations
Temperature controlled storage facilities	May include: • controlled temperature environment

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • Implement that the storage atmosphere should be clean and low in relative humidity. • Know the products put on the palate to avoid any possible contact with moisture
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • OHS hazards and controls. This includes the purpose and limitations of protective clothing and equipment • Temperature controlled storage facilities and capacities available in the work area. This may include understanding of temperature zones within a single store and concepts such as the Cold Chain compliance as relevant to work requirements • Temperature control requirements of stock handled in the work area. This includes understanding of acceptable temperature ranges and consequences of failing to meet these ranges. It may also include requirements for gradual temperature change • Stock handling procedures for receiving and locating stock within a store including stock rotation and procedures for identifying, segregating, and disposing of damaged or potentially unsafe stock • Stock handling procedures for transferring temperature controlled stock from a temperature controlled environment. This includes awareness of maximum duration stock can be held outside a controlled environment • Food safety and quality consequences of stock temperature control requirements not being met• Monitoring procedures and instrumentation. This includes use of thermometers or other temperature measuring instrumentation • Notification, recording and reporting requirements • Operating procedures for goods handling equipment as required • Housekeeping requirements for work area • Recording requirements and procedures

Underpinning Skills	Demonstrate skills to: • Access workplace information to determine product handling and storage requirements • Identify storage requirements including temperature limits, minimum duration at given temperatures, and segregation and co-storage requirements • Identify temperature controlled storage facilities and temperature zones available • Select, fit and use personal protective clothing and/or equipment • Use materials handling equipment in a temperature controlled environment as required to undertake work functions • Follow procedures to measure temperature of product. This can include use of instrumentation as required to take core and surface temperatures • Read instrumentation, such as temperature gauges, to monitor stores and zone temperatures • Identify and report out-of-standard temperatures in product and storage facilities • Take corrective action in response to out-of-specification temperatures including implementation of procedures to segregate damaged or potentially unsafe product • Complete records of stock receival and transfer as required • Maintain work area to meet housekeeping standards
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Perform Tea Blending**
Unit Code	**IND TPR2 09 0613**
Unit Descriptor	This is a specialist unit that has been developed for the tea processing sector. It covers the preparation and operation of the tea picking and blending process.

Elements	Performance Criteria
1. Prepare the tea picking and blending process for operation	1.1 ***Materials*** are confirmed and available to meet production requirements. 1.2 Services are confirmed as available and ready for ***operation***. 1.3 ***Equipment*** is checked to confirm readiness for use. 1.4 The ***process*** is set to meet production specifications.
2. Operate and monitor the tea picking and blending process	2.1 The tea picking and blending process is started up according to company procedures. 2.2 Tea is blend picked according to blend sheets. 2.3 Tea is transferred to blending drum and blended to product specification. 2.4 Blended tea that meets product specifications is produced. 2.5 The tea picking and blending process is started up according to company procedures. 2.6 Tea is blend picked according to blend sheets. 2.7 Tea is transferred to blending drum and blended to product specification. 2.8 ***Control points*** are monitored to confirm product meets specifications. 2.9 Equipment is monitored to ***confirm*** operating condition. 2.10 Out-of-specification product process and equipment performance is identified, rectified and/or reported. 2.11 Blended tea is transferred to storage hoppers/silos.
3. Shut down the tea picking and blending process	3.1 The process is shut-down according to company ***procedures***. 3.2 Waste generated by the process is collected, treated and disposed or recycled according to company procedures.
4. Record Information	4.1 ***Workplace information*** is recorded in the appropriate format.

Variable	Range
Materials	May include: • tea types and varieties

	• process and packaging consumables
Process operation and monitoring functions	May include: • manual or involve the use of a process control
Equipment	May include: • materials handling equipment • conveyors • silos and blending drums • transfer • storage systems
Monitoring the process	May include: • the use of production data such as performance control charts
Control points	May include: • food safety (critical) • quality and regulatory control points • inspections points
Confirming equipment status	May include: • checking that hygiene and sanitation standards are met, • all safety guards are in place • equipment is operational
Policy and procedure	May include: • Work is carried out in accordance with company procedures, legislative requirements, licensing requirements and industrial arrangements
Workplace information	May include: • Standard Operating Procedures (SOPs) • Specifications • production schedules and batch instructions • consignment note details • verification procedures
Services	May include: • Power • steam • water • vacuum • compressed and instrumentation air
Other equipment	May include moving vehicles and equipment
Information systems	May include: • print • screen based

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • Conduct pre-start checks on machinery used for blending • Start, operate, monitor and adjust process equipment to achieve required quality outcomes

	• Take corrective action in response to typical faults and inconsistencies • Complete workplace records as required • Apply safe work practices and identify OHS hazards and controls • Safely shut down equipment • Apply food safety procedures to work practice
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • key features of the picking and blending cycles • purpose of each stage in picking and blending process and links to related processes • common varieties and blends of teas used quality parameters for blended teas • Effect of raw materials on process outcomes process specifications, procedures and operating parameters. • procedures for the addition of re-claimed tea to blending process • key variables affecting the tea picking and blending • process production and blend sheet requirements equipment characteristics, capabilities, limitations, purpose and operation • basic operating principles of process control systems where relevant services used • significance and methods of monitoring control points • common causes of variation and corrective action required • OHS hazards and controls • lock out and tag out procedures • environmental issues and controls • shut down and cleaning requirements associated with changeovers and types of shut downs • waste handling requirements and procedures • recording requirements and procedures • cleaning and sanitation procedures • sampling and testing procedures • routine maintenance procedures
Underpinning Skills	Demonstrate skills to: • access workplace information to identify production/blend requirements • confirm supply of necessary materials and services • select fit and use personal protective clothing and or equipment • Liaise with other work areas. This may include warehouse, holding/storage and packaging areas • confirm equipment status and condition • set-up and start up equipment • select and verify teas according to blend sheet requirements • selecting and identifying tea types,

	• picking off required number of sacks/chests • checking details on each sacks/chests against blend sheets confirming vessel, voyage, origin, chop and mark details of each sack/chest tip, weigh and blend tea • incorporate re-claimed tea as required • Monitor the process and equipment operation to identify out-of-specification results or noncompliance. This may include monitoring for the presence of mould take corrective action in response to out-of specification results or non-compliance report and/or record corrective action as required • monitor supply and flow of materials to and from the process • sort, collect, treat, recycle or dispose of waste • conduct product/batch changeovers • shut down equipment in response to an • emergency situation • shut down equipment in response to routine • Shut down requirements. • prepare equipment for cleaning • maintain workplace records • maintain work area to meet housekeeping standards • clean and sanitize of equipment • take samples and conduct tests • carry out routine maintenance
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Operate an Extraction Process**
Unit Code	**IND TPR2 10 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down processes used to extract chemical nutrients from green tea leafs using different methods.

Elements	Performance Criteria
1. Prepare the extraction equipment and process for operation	1.1 Materials are confirmed, blended and prepared to meet production requirements. 1.2 Workplace documentation relevant to work area activities is identified and followed. 1.3 The required facilities, storage, equipment and personnel are made available. 1.4 Line clearance procedures have been carried out, 1.5 ***Procedures*** are followed to eliminate or control the risk of cross-contamination. 1.6 Material is loaded into percolator and solvents are added to specification.
2. Operate and monitor the extraction process	2.1 The extraction process is monitored to confirm that specifications are met. 2.2 Out-of-specification product/process is identified, rectified and/or reported to maintain the process within specification. 2.3 The work area is maintained according to housekeeping standards. 2.4 Work is conducted according to environmental standards. 2.5 ***Workplace documentation*** is maintained according to workplace reporting ***requirements***.
3. Shut down the extraction process	3.1 The ***process*** is shut down according to workplace procedures and work practices. 3.2 Maintenance requirements are identified and reported according to workplace reporting requirements.

Variable	Range
Procedures	May include: • Work activities are carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements

Workplace documentation	May include: • specifications • manufacturing formulae • processing instructions • batch production records • Standard Operating Procedures (SOPs) • OHS information, including Materials Safety Data Sheets (MSDS)
Legislative requirements	May include: • legislative and licensing requirements • weights and measures legislation • legislation relating to OHS, environmental management, equal opportunity and affirmative action, industrial awards and agreements
Extraction process	May Include: • aqueous and/or alcohol based (temperature may or may not be applied during extraction process)
Equipment	May include: • blenders/mixers • percolators • tamping rods • collection vessels

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • prepare the extraction process for operation, including following line clearance procedures • load materials and solvents to maximise extract collection • monitor the extraction process • Maintain all necessary records.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • purpose and principles of each stage of the extraction process, including the effect of herb density on filtration and packing process required for different types of herbs • basic operating principles of equipment, including main equipment components and equipment operating capacities and applications • quality requirements of materials and the effect of variation on the extraction process • process specifications, procedures and operating parameters for different products/materials • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems

	• methods used to monitor the extraction process, such as inspecting, measuring and testing as required by the process, and the ability to calculate yields • contamination/food safety risks associated with the extraction process • common causes of variation and corrective action required • OHS hazards and controls, including the risks involved with the use of solvents, such as ethanol, and the limitations of protective clothing and equipment used • extraction process shutdown and changeover procedures and responsibilities • environmental issues and controls relevant to the extraction process, including waste collection and handling procedures related to the process • cleaning and sanitation procedures • workplace documentation and authorisation procedures
Underpinning Skills	• select, fit and use personal protective clothing and/or equipment • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and placing sand filters/scourers in base of percolators where required • start, operate, monitor and adjust process to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, such as: ➢ density of green tea leafs in percolator, including re-packing of percolator as required ➢ rate/amount of solvent addition ➢ extract collection and yield • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • demonstrate batch/product changeovers including line clearance procedures • sort, collect, treat, recycle or dispose of waste • clean and sanitise equipment as required as required • complete workplace records as required • maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce

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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Operate a Concentration Process**
Unit Code	**IND TPR2 11 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down processes used to concentrate liquid products.

Elements	Performance Criteria
1. Prepare the concentration equipment and process for operation	1.1 ***Materials*** and services are confirmed to meet production requirements. 1.2 ***Workplace documentation*** relevant to work area activities is identified and followed. 1.3 The required facilities, storage, ***equipment*** and personnel are available. 1.4 Line clearance ***procedures*** have been carried out. 1.5 Procedures to eliminate or control the risk of cross-contamination are followed. 1.6 The concentration process is set up and started up in accordance with workplace practices.
2. Operate and monitor the concentration process	2.1 The concentration process is monitored to confirm that specifications are met. 2.2 Out-of-specification product/process is identified, rectified and/or reported to maintain the process within specification. 2.3 The work area is maintained according to housekeeping standards. 2.4 Work is conducted according to environmental standards. 2.5 Workplace documentation is maintained according to workplace reporting requirements.
3. Shut down the concentration process	3.1 The process is shut down according to workplace procedures and practices. 3.2 Maintenance ***requirements*** are identified and reported according to workplace reporting requirements.

Variable	Range
Materials	May include: • liquids products • distillate • water
Workplace documentation	May include: • specifications • manufacturing formulae

	• processing instructions • batch production records • Standard Operating Procedures (SOPs) • OHS information including Materials Safety Data Sheets (MSDS)
Equipment	May include: • centrifugal evaporator and collecting vessels (the evaporator may or may not be in line with heat exchanger) • Service equipment also includes: • boilers and cooling towers
Procedures	May include: • Work activities are carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Legislative requirements	May include: • legislative and licensing requirements • Therapeutic Goods Act • weights and measures legislation • legislation relating to OHS, environmental management, equal opportunity and affirmative action, industrial awards and agreements
Cleaning and sanitation	May include: • cleaning in place procedures for cleaning equipment, involving cleaning with remaining distillate, rinsing with water, caustic cleaning and rinsing with water till machine is neutralised

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • prepare the concentration process for operation, including following line clearance procedures • start up, operate and monitor equipment to produce concentrate within specifications • Maintain all necessary records.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • purpose and principles of each stage of the concentration process, including the effect of heat and vacuum on distillate volume • basic operating principles of the equipment, such as main equipment components and equipment operating capacities and applications • services required and action to take if services are not available • quality requirements of materials and the effect of variation on the concentration process • process specifications, procedures and operating parameters for different products/materials

	• operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the concentration process, such as inspecting, measuring and testing as required by the process, and the ability to calculate yields and determine the number of passes required to ensure concentration is within specification • contamination/food safety risks associated with the concentration process • common causes of variation and corrective action required • Occupational Health and Safety (OHS) hazards and controls, including the risks involved with the use of solvents such as ethanol, and the limitations of protective clothing and equipment used • concentration process shut down procedures and responsibilities • line clearance procedures, including procedures for cleaning feed lines • environmental issues and controls relevant to the concentration process, including waste collection and handling procedures related to the process • cleaning and sanitation procedures • workplace documentation and authorisation procedures
Underpinning Skills	Demonstrate skills to: • select, fit and use personal protective clothing and/or equipment • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and turning on oil pumps to the evaporator, and pre-running equipment in line with operating temperature requirements where required • start, operate, monitor and adjust process to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, such as: ➢ product and machine temperature ➢ vacuum ➢ distillate color ➢ viscosity of concentrate • take corrective action in response to out-of-specification results

	• respond to and/or report equipment failure within level of responsibility • demonstrate batch/product changeovers including line clearance procedures • clean and sanitise equipment as required • sort, collect, treat, recycle or dispose of waste • complete workplace records as required • maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Operate a Process Control Interface**
Unit Code	**IND TPR2 12 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to operate a computer-based interface to modify and/or interrogate a control system.

Elements	Performance Criteria
1. Navigate the process control interface	1.1 The readiness of the control interface and related components for operation are confirmed. 1.2 Hardware provided is used to operate the interface. 1.3 Page links are used to move between screens. 1.4 Messages and alarms are acknowledged. 1.5 Required ***information is accessed*** from screen displays. 1.6 ***Computer based Interface*** system malfunctions are recorded and reported in accordance with workplace ***policy and procedures***.
2. Use interface system to operate and maintain a process within required parameters	2.1 Individual items of equipment and/or processes are started, monitored and shutdown using the control interface. 2.2 Equipment is selected, status altered and settings entered to meet operating requirements. 2.3 Sequences are activated to initiate process operation. 2.4 Equipment giving a bad signal or bad measurements is recognized and responsive action taken.
3. Analyse data to predict and control performance	3.1 Trends are selected and analyzed to identify performance patterns. 3.2 Causes of abnormal or unacceptable performance are identified and corrective action taken. 3.3 ***Workplace Information*** is recorded as required.

Variable	Range
Information accessed	May include: • graphics, trends • parameter settings • alarms • individual plant item status
Computer-based interface	May include: • computer processor • monitor • keyboards • track ball

	• mouse • storage devices • printers • (It is linked to the process control system)
Policies and procedures	May include: • Work is carried out in accordance with company policies and procedures, manufacturers' recommendations, legislative requirements, codes of practice and industrial awards and agreements
Workplace information	May include: • Standard Operating Procedures (SOPs) • manufacturers' specifications

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • operate and navigate interface to access, retrieve, enter and store work data • start, operate, monitor and shut down process equipment • control and adjust equipment using control interface to achieve production requirements • recognise faults and inconsistencies and take corrective action • complete workplace records as required • Apply safe work practices and identify OHS hazards and controls.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • processes and equipment being controlled, including required processing sequences • operating principles of process control and interface system, including the relationship between control panels, systems and the physical equipment, and where relevant understanding of the operating conditions required for accurate information input from sensors and related instrumentation • action required to respond to error messages and alarms • typical faults that can occur when operating a process control interface and corrective action required • performance data collected by the control interface system and its application to troubleshoot performance, including the ability to identify and investigate related trend data to track cause and effect • recording requirements and responsibilities
Underpinning Skills	Demonstrate skills to: • use all hardware components to operate the control interface • navigate the system to locate and use information required, including moving between screens and locating relevant performance data

	• operate the control system using the interface, including start up and shut down equipment components and change set points as required • locate sensors and instrumentation providing input signals to the control system and confirm operating order within level of responsibility • recognise and respond to error messages and alarms as required • access relevant performance data using the control system, including locating and interpreting performance trend information • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Co-ordinate a Label Store**
Unit Code	**IND TPR02 13 0613**
Unit Descriptor	It covers the skills and knowledge required to manage a label store in a tea processing workplace to meet workplace and legislative requirements.

Elements	Performance Criteria
1. Receive labels	1.1 Label details are identified and verified. 1.2 The quantity of labels received is counted and reconciled against receivals documentation. 1.3 Discrepancies are identified, investigated and reported.
2. Issue and reconcile labels	2.1. Labels are located/created to meet batch requirements. 2.2. Labels are issued in correct quantities to meet batch requirements. 2.3. Labels returned to store are received, reconciled and recorded according to verification and reconciliation ***procedures***. 2.4. Records are maintained to meet workplace and ***legislative requirements***.

Variable	Range
Procedures	May includes work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	May includes: • relevant Good Manufacturing Practice (GMP) codes • the Therapeutic Goods Act and/or other relevant legislation • legislation covering environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	May include: • Standard Operating Procedures (SOPs) • labels and related documentation • production schedules and instructions • standard forms and reports

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • receive and verify labels • issue labels according to batch requirements • take corrective action in response to typical faults and discrepancies • complete workplace records as required

	• apply safe work practices and identify OHS hazards and controls • Apply food safety procedures to work practices.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • system of label control, including the purpose and procedures for receiving, issuing, reconciling and verifying label management • legislative responsibilities relating to label management • purpose and requirements of security procedures and responsibilities • types of labels received and issued and significance of codes • consequences of issuing incorrect labels • procedures for setting up, testing and operating label store equipment, including label counting equipment • corrective action required if a discrepancy is identified • Occupational Health and Safety (OHS) hazards associated with the work role • procedures and responsibility for recording and reporting information • operating procedures for label coding and printing equipment where relevant
Underpinning Skills	Demonstrate skills to: • follow receivals procedures to receive, count and store labels • access production schedule to identify label requirements • carry out procedures to test accuracy of label counting machines and record results • verify that label information meets batch type, including setting up and using label counting equipment • demonstrate the procedure for removing and accounting for damaged or other non-conforming labels • select and issue labels to meet batch requirements and documentation • demonstrate procedures to receive labels issued and returned from production • conduct reconciliations of labels received and issued and conduct backup verification as required • maintain security of label store • maintain work area to meet housekeeping standards • operate label coding and printing equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce

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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Conduct Routine Maintenance**
Unit Code	**IND TPR02 14 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to inspect equipment and carry out routine maintenance and/or adjustment using a limited range of hand tools.

Elements	Performance Criteria
1. Conduct routine inspection of plant and equipment	1.1 ***Equipment is inspected*** to identify signs of wear. 1.2 Nature of maintenance requirement is assessed.
2. Prepare to conduct routine maintenance	2.1 ***Maintenance task*** is assessed to determine tools and services required. 2.2 Equipment is prepared for maintenance. 2.3 Hand tools are selected according to task requirements. 2.4 Tools are checked before use and unsafe and/or faulty items are reported within standard procedures. 2.5 Maintenance is planned and scheduled in consultation with affected work areas to minimise disruption to production.
3. Carry out routine maintenance	3.1 ***Routine maintenance*** on equipment is carried out according to workplace procedures. 3.2 ***Maintenance information*** and activities are reported according to workplace reporting requirements.
4. Complete maintenance tasks	4.1 Equipment is returned to operating order. 4.2 ***Tools and materials*** are stored according to workplace procedure. 4.3 Relevant personnel are notified of maintenance completion. 4.4 Housekeeping standards are maintained. 4.5 Work is conducted in accordance with workplace environmental guidelines.

Variable	Range
Inspections of equipment	May include informally or as part of a structured program associated with proactive maintenance
Maintenance tasks	May include: • replacement of consumable components, such as O-rings, hoses, filters and other 'bolt-on/bolt-off' equipment parts • lubrication of equipment and maintenance of fluid levels • simple adjustment, alignment or attachment of equipment components, parts, guides and sensors • clearing blocked nozzles, such as glue nozzles • positioning/attaching equipment components • carrying out basic maintenance on video inkjet machines

Routine maintenance	May include: • carried out according to company policies and procedures, licensing requirements, legislative requirements and industrial awards and agreements
Maintenance information	May include: • Standard Operating Procedures (SOPs) • specifications • production log books • routine e schedules • manufacturers' advice • condition monitoring information
Tools and materials	May include: • a limited range of hand tools, such as spanners and screwdrivers, grease guns, Allen keys and measuring and alignment equipment • Materials may include: • lubricants and consumables for video inkjet printers

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • identify routine maintenance tasks for machine or equipment • monitor operation and identify need for maintenance tasks • schedule maintenance tasks and communicate requirements with affected personnel • select and use appropriate hand tools to undertake routine maintenance • assess readiness for returning machine or equipment to operation or referring for further attention • complete maintenance documentation • Apply safe work practices and identify OHS hazards and controls.
Underpinning Knowledge and Attitudes	• system in place to manage maintenance of plant and equipment in the workplace, including programs, such as responsive, preventative and proactive maintenance as appropriate • responsibilities for participating in the maintenance program, including scope of operator responsibilities, roles of others involved in plant and equipment maintenance and procedures for raising maintenance orders where requirements are outside operator role • basic operating principles of equipment to be maintained • signs and symptoms of faulty equipment and early warning signs of potential problems • basic checks used to confirm the nature of maintenance requirements, including distinguishing between mechanical and electrical faults and identifying probable causes or conditions that may increase maintenance requirements of equipment used

	• procedures for issuing, maintaining and storing tools used • safe use of hand tools and measuring instrumentation relevant to maintenance responsibilities • lubrication requirements, including requirements to use food grade lubricants as required and consequences of using incorrect type or amount of lubricants • safe work procedures, including appropriate signage of maintenance activities as required, use of appropriate personal protective clothing and equipment, and awareness of safety hazards and controls relating to maintenance tasks • methods used to render equipment safe to work on or clean including lock out/tag out and isolation procedures (in some cases this may involve liaising with other maintenance operators) • procedures and inspections to be carried out to confirm that equipment is in operating order and all parts are accounted for • food safety risks arising from poor personal hygiene, cleaning and housekeeping practices and procedures associated with routine maintenance • maintenance planning, scheduling and recording procedures
Underpinning Skills	Demonstrate skills to: • access workplace information such as the equipment history, faults or difficulties • select, fit and use personal protective clothing and/or equipment • inspect equipment for signs of wear, such as visual inspections to detect leaks, listening for unusual noises and/or vibrations • identify and describe maintenance requirements, including the ability to assess the urgency of the maintenance issue, recognise common types of maintenance requirements and run basic checks according to workplace procedures to confirm the need for and type of maintenance support required • take action to address maintenance requirements, such as carrying out routine maintenance within level of skill and responsibility and/or reporting outstanding maintenance to appropriate personnel using the required forms or request system • plan and schedule maintenance within level of responsibility, such as consulting affected personnel and/or work areas on timing and notifying of maintenance progress • prepare equipment and work area for routine maintenance, including cleaning equipment prior to carrying out maintenance and confirming that equipment is safe to work on, and simple isolation or tag out of equipment as required by workplace procedure

	• select and use hand tools as required to carry out maintenance task • select relevant parts and materials as required to carry out maintenance task • carry out routine maintenance tasks according to workplace procedures • on completion of maintenance tasks, return equipment to operational order, including confirming that all equipment parts, nuts and bolts are accounted for and correctly tightened, and where required, cleaning and sanitising equipment • store tools in designated location, including basic tool maintenance, such as oiling • complete records of maintenance as required • maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Use Basic Mathematical Concept**
Unit Code	**IND TPR02 15 0613**
Unit Descriptor	This is unit of competency covers the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to undertake workplace calculations or to estimate approximate answers when exact calculations are not required.

Elements	Performance Criteria
1. Apply basic mathematical concepts to calculate workplace information	1.1 ***Calculation*** requirements are identified and appropriate method is selected. 1.2 ***Information*** data is obtained from relevant sources and interpreted correctly. 1.3 Calculations ***results*** are undertaken using addition, subtraction, multiplication and division to support work role.
2. Apply basic mathematical concepts to estimate workplace information	2.1 ***Estimation*** requirements are identified and appropriate estimation method is selected. 2.2 Data is obtained from relevant sources and interpreted correctly. 2.3 Estimations are made to meet work requirements.

Variable	Range
Calculations	May include: • the use of whole numbers, decimals, fractions and percentages • Calculations may be made: • manually or using calculators and other measuring instruments as appropriate to the task
Numerical information	May include: • simple run charts • graphs
Results	May include: • Results may or may not be recorded depending on workplace requirements
Estimations	May include: • observations of other amounts or measurements • supplied data, such as volume or weight information on packaging of raw materials
Conversion charts	May include: • Conversion charts are those in common use in the workplace

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • identify calculation or estimation requirements • carry out calculations involving basic addition, subtraction, division and multiplication • where estimations are used, estimated amounts must be consistent with process or product specification and demonstrate knowledge of measurement units used in the workplace • Use estimation techniques to check calculated results and workplace data.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • mathematical processes, including addition, subtraction, multiplication and division • application of calculation and estimation techniques to meet work requirements • units of measurement used in the workplace, including whole numbers, fractions and decimals (to one decimal point) (this may include use of conversion charts) • representation of numerical information relevant to work requirements, such as charts, graphs and tables • recording requirements and responsibilities where relevant
Underpinning Skills	Demonstrate skills to: • identify whether a calculation or estimation is required to meet workplace requirements • carry out calculations involving basic addition, subtraction, division and multiplication to support work role (this may involve use of a calculator and conversion tables where required) • use estimation techniques to check quantities, ratios, speed and other required data estimates • use estimation techniques to check calculated results and workplace data • record calculations and measurement information accurately according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level II	
Unit Title	**Participate in Workplace Communication**
Unit Code	**IND TPR2 16 0613**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from ***appropriate sources***. 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information. 1.3 Appropriate ***medium*** is used to transfer information and ideas. 1.4 Appropriate non- verbal communication is used. 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed. 1.6 Defined workplace procedures for the location and ***storage*** of information are used. 1.7 Personal interaction is carried out clearly and concisely.
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time. 2.2 Own opinions are clearly expressed and those of others are listened to without interruption. 2.3 Meeting inputs are consistent with the meeting purpose and established ***protocols***. 2.4 ***Workplace interactions*** are conducted in a courteous manner. 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to. 2.6 Meetings outcomes are interpreted and implemented.
3. Complete relevant work related documents	3.1 Range of ***forms*** relating to conditions of employment is completed accurately and legibly. 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Basic mathematical processes are used for routine calculations. 3.4 Errors in recording information on forms/ documents are identified and properly acted upon. 3.5 Reporting requirements to supervisor are completed according to organizational guidelines.

Variable	Range
Appropriate sources	May include but not limited to: • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	May include but not limited to: • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	May include but not limited to: • Manual filing system • Computer-based filing system
Protocols	May include but not limited to: • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	May include but not limited to: • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	May include but not limited to: • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively • Convey information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities

Underpinning Skills	Demonstrate skills to: • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea processing Level II	
Unit Title	**Work in Team Environment**
Unit Code	**IND TPR2 17 0613**
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	1.1 The ***role and objective of the team*** are identified from available ***sources of information***. 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified. 2.2 Roles and responsibility of other team members are identified and recognized. 2.3 Reporting relationships within team and external to team are identified.
3. Work as a team member	3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives. 3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and ***workplace context***. 3.3 Protocols are observed in reporting using standard operating procedures. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

Variable	Range
Role and objective of team	May include but not limited to: • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	May include but not limited to: • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions

	• Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	May include but not limited to: • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical Aspects of competence	Demonstrates skills and knowledge to: • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and use appropriate workplace language • Follow designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	Demonstrate knowledge of: • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	Demonstrate skills to: • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea processing Level II	
Unit Title	**Develop Business Practice**
Unit Code	**IND TPR2 18 0613**
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Elements	Performance Criteria
1. Identify business opportunity	1.1 ***Business opportunities*** are investigated and identified. 1.2 Feasibility study is undertaken to determine likely ***business viability***. 1.3 Market research on product or service is undertaken. 1.4 Assistance with feasibility study of ***specialist and relevant parties*** is sought as required. 1.5 Impact of emerging or changing technology including e-commerce, on business operations is evaluated. 1.6 Practicability of business opportunity is assessed in line with perceived risks, returns sought and resources available. 1.7 Business plan is completed for operation.
2. Identify personal business skills	2.1 Financial and business skills available are identified and taken into account when business opportunities are researched. 2.2 ***Personal skills/attributes*** are assessed and matched against those perceived as necessary for a particular business opportunity. 2.3 ***Business risks*** are identified and assessed according to resources available and personal preferences.
3. Plan for establishment of business operation	3.1 Business structure and operations are determined and documented. 3.2 Procedures are developed and documented to guide operations. 3.3 Financial backing is secured for business operation. 3.4 Business legal and regulatory requirements are identified and complied. 3.5 ***Human and physical resources*** required to commence business operation are determined. 3.6 Recruitment strategies are developed and implemented.
4. Implement establishment plan	4.1 Marketing of business operation is undertaken. 4.2 Physical and human resources are obtained to implement business operation.

	4.3 ***Operational unit*** is established to support and coordinate business operation. 4.4 Monitoring process is developed and implemented for managing operation. 4.5 ***Legal documents*** are carefully maintained and relevant records are kept and updated to ensure validity and accessibility. 4.6 Contractual procurement rights for goods and services including ***contracts with relevant people****,* negotiated and secured as required in accordance with the business plan. 4.7 Options for leasing/ownership of business premises identified and contractual arrangements are completed in accordance with the business plan.
5. Review implementation process	5.1 Review process for implementation of business operation is developed and implemented. 5.2 Improvements in business operation and associated management process are identified. 5.3 Identified improvements are implemented and monitored for effectiveness.

Variable	**Range**
Business opportunities	May include but not limited to: • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability	May include but not limited to: • opportunities available • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations
Specialist and relevant parties	May include but not limited to: • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants

	• lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Personal skills/attributes	May include but not limited to: • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks	May include but not limited to: • occupational health and safety and environmental • considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Human and physical resources	May include but not limited to: • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and • consultancy • staff • vehicles
Operational unit	May include but not limited to: • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property
Legal documents	May include but not limited to: • partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records • recordkeeping including personnel, financial, taxation, OHS and environmental
Contracts with relevant people	May include but not limited to: • owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Federal and regional government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), industrial relations and anti-discrimination • Technical or specialist skills relevant to the business operation • Financing options • Business systems and operations • Relevant marketing, management, sales and financial concepts • Methods for researching business opportunities • Principles of risk management relevant to the business • Methods of identifying relevant specialist services to complement the business • Forms and administrative systems • Services available and charges • Planning and control systems (sales, • Advertising and promotion, distribution and logistics • Financial recording systems • Legal rights and responsibilities • Record keeping duties • Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	Demonstrate skills of: • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Marketing skills • Business planning skills • Entrepreneurial skills • Problem-solving skills • OHS skills • Time management skills • Belief in services and products offered by the business • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections

	• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea processing Level II	
Unit Title	**Standardize and Sustain 3S**
Unit Code	**IND TPR2 19 0613**
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	1.1 Work instructions are used to determine job requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted following working manual. 1.3 ***OHS requirements***, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work. 1.4 ***Safety equipment and tools*** are identified and checked for safe and effective operation. 1.5 ***Tools and equipment*** are prepared and used to implement 3S.
2. Standardize 3S.	2.1 Plan is prepared and used to standardize 3S activities. 2.2 ***Tools and techniques*** to standardize 3S are prepared and implemented based on ***relevant procedures***. 2.3 Checklists are followed for standardize activities and ***reported*** to ***relevant personnel***. 2.4 The workplace is kept to the specified standard. 2.5 Problems are avoided by standardizing activities.
3. Sustain 3S.	3.1 Plan is prepared and followed to standardize 3S activities. 3.2 ***Tools and techniques*** to sustain 3S are discussed, prepared and implemented based on relevant procedures. 3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques. 3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift. 3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken. 3.6 Improvements are recommended to lift the level of compliance in the workplace.

	3.7 Checklists are followed to sustain activities and reported to relevant personnel. 3.8 Problems are avoided by sustaining activities.

Variable	Range
OHS requirements	May include but not limited to: • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	May include but not limited to: • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and equipment	May include but not limited to: • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Tools and techniques	May include but not limited to: • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist

	• The five Whys and one How approach(5W1H) • Suspension • Incorporation • Use Elimination
Relevant procedures	May include but not limited to: • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	May include but not limited to: • verbal responses • data entry into enterprise database • brief written reports using enterprise report formats
Relevant personnel	May include but not limited to: • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Tools and techniques	May include but not limited to: • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist and Camera patrols

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Elements of Kaizen • Ways to improve Kaizen elements

	• Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	Demonstrates skills of: • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

NTQF Level III

Occupational Standard: Tea Processing Level III	
Unit Title	**Inspect Quality of Raw Materials and Production**
Unit Code	**IND TPR3 01 0613**
Unit Descriptor	This unit describes the skill and knowledge of inspecting of transported green leaf quality at factory gate which includes inspection of amount of acceptable leaf; inspection of proportion of immature shoots and checking the amount of course leaf (unacceptable leaf)

Elements	Performance Criteria
1. Inspection for Acceptable leaf standard	1.1 Production in tea is the number of crop shoot multiplied by weight of each shoot. 1.2 Generally, it has been known that the finer portion of crop shoot such as apical bud and first leaf influence the quality of made tea positively. 1.3 Whereas courser leaf such as third and fourth and internodes of the shoot depressed the quality. 1.4 Greater proportion of immature leaf harvesting leads to crop loss due to low volume. On the other hand courser leaves affect the quality adversely. 1.5 In economics of tea, it has been recommended that the production of row material green leaf should comprises minimum 75 % acceptable leaf, 1-2 % immature shoots and 10-20 % course leaf. 1.6 ***Leaf count*** of green leaf will be done based on the above recommendation.
2. Inspection of unacceptable leaf	2.1 Unacceptable leaves are leaves which are courses or immature to be processed. 2.2 If the proportion of unacceptable leaves become more and beyond the seated recommendation, the production leads to poor quality and/or losses of yield.
3. Leaf Inspection procedures	3.1 Leaf Inspection is also known as leaf count. 3.2 The leaf inspector should inspect the leaf before passing the factory gate. 3.3 The leaf count and inspection are done at each load of the production lot. 3.4 A representative sample of the leaf is taken. 3.5 Bulk the sample without damaging the leaf and take 100 shoots randomly from the bulk. 3.6 Categories the randomly selected shoots as acceptable leaf (immature shoots; 2leaves and a bud and 3 soft leaf and a bud) and unacceptable leaf 3 leaves and a bud and more; damaged leaves etc.).

	3.7 The percentage of immature leaves is checked if it is more than 4%. 3.8 If the acceptable leaves percentage is more than 75 % and the immature proportion is less than 2.5 %, the counted leaf is good and acceptable leaves for processing. 3.9 All inspection output should be registered well for improvement and recording purpose. 3.10 ***Occupational Health and Safety (OHS)*** instrument will be practiced during the process of leaf inspection.

Variables	**Range**
Leaf count	May Include: • The scope of this work covers inspection of the quality of row material and production and conduct leaf count to determine the quality of row material.
Occupational Health & Safety (OHS)	May Include: • Wearing synthetic gloves • protective clothes
Tools and Equipment	May Include: • Weigh Bridge • Bags • Basket • Leaf Inspection sheet • transporting tractors (vehicles) • trailers • Weight balance • registering books and calculators
Types and Sources of Information	May Include: • From tea hand book. • From manual prepared by experts

Evidence Guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Understand the type of leaf standard for the application of leaf count • Differentiate the nature of acceptable and unacceptable leaves • Describe the meanings of mathematical calculations
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • The leaf type of tea • Know plucking standard • Mathematical knowledge • Types of leaf • Leaf standard • Interpretations of leaf count • Uses of equipment for the application of leaf count

Underpinning Skills	Demonstrate skills to: • use all Equipment components to operate inspection of green leaf • operate the equipments using different keys of instruments • interpret figures which is calculated using calculator to inspect leaf quality • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Operate Processes in a Tea Production System**
Unit Code	**IND TPR3 02 0613**
Unit Descriptor	This is a specialist unit that applies to all sectors of the food processing industry. It covers the preparation and operation of a production or packaging system. A system typically describes the operation of an entire process which may be comprised of a number of sub-systems. System operation requires higher level planning and problem solving skills than are necessary when operating an individual sub-system or piece of equipment. It can also involve facilitating the work of others.

Elements	Performance Criteria
1. Prepare the system for operation	1.1 Supply of materials is confirmed to meet production/packaging requirements. 1.2 Work area is prepared for operation. 1.3 Services are confirmed as available and ready for operation. 1.4 Equipment is checked to confirm readiness for use. 1.5 The system is set to meets specifications.
2. Operate and monitor the system	2.1 The ***system operation*** is started up according to company ***policy and procedures***. 2.2 ***Control points*** are monitored to confirm performance is maintained within specification. 2.3 ***System*** outputs meet specification. 2.4 Equipment is monitored to confirm operating condition. 2.5 Out-of-specification product, process and equipment performance is identified, rectified and/or reported.
3. Shut down the system	3.1 The system is shut down according to company procedures. 3.2 Equipment is cleaned and maintained to meet cleaning schedule and procedural requirements. 3.3 Waste generated by both the process and cleaning procedures is collected, treated and disposed or recycled according to company procedures.
4. Contribute to continuous improvement of the system	4.1 Quality of process outputs is assessed against specifications. 4.2 Opportunities for improvement are identified and investigated. 4.3 Proposals for improvements are developed and implemented within company planning arrangements and according to company procedures.

5. Record information	5.1 ***Workplace system*** is recorded in the appropriate format.

Variable	**Range**
System operation	May Include: • Planning • co-ordination • troubleshooting within their level of authority
Policy and procedure	May Include: • Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements
Control points	May Include: • food safety (critical) • quality and regulatory control points • inspection points
Information systems	May Include: • print • screen based
Workplace systems	May Include: • place to support production • packaging process
Assistance	May include co-ordination ,planning and troubleshooting

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • Check completed work continuously against organization standard • Identify production system and unit • Identify Planning and problem solving skill in system operation • Check service delivered against organization standards • Record basic information regarding quality performance
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • purpose and principles of the system • equipment purpose and operation including an understanding of process control systems where used • technical knowledge of product/packaging characteristics and processing/packaging requirements • codes and legislation relating to product and packaging requirements • equipment calibration schedule and responsibilities • type and purpose of sampling and testing conducted • related work areas and departments • relevant procedures, specifications and operating parameters • relevant systems and legislative responsibilities in areas such as human resources, food safety, quality, occupational health and safety and environmental management

	• industrial awards and agreements relating to system operation • hazards, risks, controls and methods for monitoring processes within the system • maintenance and cleaning requirements of equipment in system • process improvement procedures and related consultative arrangements • troubleshooting procedures and problem solving techniques • recording and reporting requirements
Underpinning Skills	Demonstrate skills to: • liaise with relevant work areas to confirm or secure necessary materials, services, equipment and labor to meet production requirements • confirm that all equipment within the system meets hygiene and sanitation standards, all safety guards are in place and equipment is ready for operation • confirm that materials and/pr packaging consumables have been cleared for use • monitor implementation of set-up and start up procedures. This may involve monitoring the use of check sheets by others • monitor observance of work procedures and systems • monitor materials flow and work-in-progress through the system • confirm that the system operates within specified parameters and control points are monitored • determine responses to out-of-specification results or non-conformance within level of responsibility • co-ordinate batch/product changeovers • communicate information effectively • plan maintenance and cleaning procedures to minimize disruption • monitor operating efficiencies of the system and investigate, resolve and/or report problems • review and maintain procedures to support system improvements
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Operate Withering Process**
Unit Code	**IND TPR3 03 0613**
Unit Descriptor	This unit includes the skill and knowledge of offloading of leaves to the withering trough, the spreading of green leaf on the withering troughs, regular reshuffling, and application of cold/hot air in order to perform physical and chemical withering.

Elements	Performance Criteria
1. Leaf offloading, Spreading and leaf reshuffling	1.1 Green leaf is offloaded from the trailer using monorail machines. 1.2 Leaf is spread on the ***withering*** trough based on the standard thickness. 1.3 The leaf should be reshuffled in regular interval to obtain uniform withering. 1.4 Leaf should be carefully handled at all times to avoid bruising and mechanical damage which brings uncontrolled fermentation.
2. Application of Air blow	2.1 Ambient air will blow to the leaf to lower the developed temperature. 2.2 Air blow may facilitate physical withering (loss of water) and changes in chemical content. 2.3 Air blow may help to attain the right moisture content of withered leaf with in specific processing time. 2.4 In this case, optimum moisture content of withered leaf will be further described by wither ratio; weight of withered leaf/made tea. 2.5 Application of hot air blow sometimes requires creating hygrometric differences between the leaf and the atmosphere.
3. Physical and Chemical Withering	3.1 Physical withering is the loss of water from the withered leaf. 3.2 Chemical withering is the desired change in chemical contents in the leaf. 3.3 Both withering types are always made by taking account of an ***Occupational Health and Safety (OHS)*** and environmental impact.

Variables	Range
Withering	May include the scope of this work covers the receiving of green leaf from the tea estates, offloading to the trough, withering the leaf to the desired moisture content using different methods and inspects the withering process at various periods.

Occupational Health & Safety (OHS)	May Include: • Wearing synthetic gloves and protective. • Shoes to keep sanitation
Tools and Equipment	May Include: • Monorail • Withering • trough • Withering fan • radiator • steam pipes • boiler • steams • fuel wood
Types and Sources of Information	May Include: • From tea hand book. • From manual prepared by experts. • Manuals of the machines

Evidence Guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Offload the green leaf to the withering trough without mechanical damage of the leaf • Application of green leaf spreading for uniform leaf distribution on the withering trough • Keep uniform withering process through reshuffling the leaf • Understand the directions of air blow and uses of hot air
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Tea leaf nature and standards • Role of air blowing on the process of withering • Impact of withering on quality production • Uses of equipment for the application of leaf handling • Machine operation • Tea leaf nature
Underpinning Skills	Demonstrate skills to: • use all hardware components to operate withering of green leaf • operate the equipments using different keys the instruments • Practice the degree of withering process using hands • Operate instrument of moisture meter to know the water content of the leaves • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce

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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Operate Rolling and Cutting Process**
Unit Code	**IND TPR 03 04 0613**
Unit Descriptor	This unit includes the skills, knowledge and attitudes required to perform sifting of withered leaf; transporting the withered leaf to the rote vane; leaf maceration; crushing Tearing and curling process with sets of CTC machines.

Elements	Performance Criteria
1. Sifting of Withered leaf	1.1 The withered leaf is fed over the sifting machine to remove sand; soil; small stone and other inert materials. 1.2 No large object can be allowed to pass to the rotervane as serious damage will occur on the rotervane. 1.3 The residual that come under this sifter should be removed periodically.
2. Transporting the withered leaf to the rotervane	2.1 The leaf that spills off the end of the sifter is transported on the lift conveyor to the rotervane. 2.2 This conveyer is fitted with a full width permanent magnate. 2.3 The volume of the transported leaf via the conveyor should be monitored and regulated with the capacity of the rotervane.
3. Leaf maceration	3.1 The withered leaf should be reduced its size to smaller using rotervane. 3.2 This process is called leaf maceration, which preconditioned the withered leaf for CTC cut. 3.3 It is important activities as the efficiency of CTC will increase with macerated leaf. 3.4 Smooth maceration process by the retervane will be inspected by the sounds in the rotervane and condition and output of the macerated leaf.
4. CTC, (Crushing; Tearing; Curling)	4.1 It is done by the teeth moving of the rollers against each other having different RPM. 4.2 The machine has instant action that reduces the size of the rotervane macerated leaf to smaller size. 4.3 Shape; angle and speed of the roller teeth are made important to get appropriate leaf cut. 4.4 Depth of the chased teeth; speed and alignment of the rollers and sharpness of the teeth are very important so as to get quality tea during rolling process. 4.5 Ensure leaf has to pass under the magnet rode on the conveyor to protect the damage of the roller by metallic substance.

	4.6 ***Tools and equipment*** are made mandatory for the application of rolling and leaf maceration. 4.7 Therefore providing sufficient transport to move the tender leaf to factory is important. 4.8 ***Rolling and leaf maceration*** is always made by take account of an ***Occupational Health and Safety (OHS)*** and environmental impact.

Variables	**Range**
Tools and Equipment	May Include: • Sifter • Rotervane • CTC machines • Conveyor • Chasing • lath machines • magnet and chasers
Rolling and maceration	May Include: • The scope of this work covers the maceration, rolling and cutting of leaves so as to get different grades of tea; sharpening of the rollers at the right depth and angle; adjustment of the rollers; sanitation of the CTC machine
Occupational Health & Safety (OHS)	May Include: • Install protecting screen to roller and CTC machine in order to avoid accidents • Wearing synthetic gloves, glass and protective
Types and Sources of Information	May Include: • From tea hand book. • From manual prepared by experts. • Manuals of the machines
Required knowledge	May Include: • Machine operation • Impact of cutting on quality of made tea • Effect of roller sharpening on quality of tea

Evidence guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Applying appropriate roller sharpening on quality of tea • Degree of withering and leaf Maceration process on the output of CTC machines • Time of rollers due for sharpening (For example every 100 hrs) • The machinery; conveyor belts and floors are kept clean
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Appropriate leaf cutting by rotervane and rollers • Nature of the tea leaf • Impact of leaf maceration and cutting on quality production

	• Uses of equipment for the application of leaf maceration and cutting • Machine operation • Impact of cutting on quality of made tea • Effect of roller sharpening on quality of tea
Underpinning Skills	Demonstrate skills to: • use all hardware components to operate rolling and cutting of green leaf • operate the equipments using different keys the instruments • Interoperate feelings of hands to know the degree of leaf cutting and rolling quality • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Implementing Fermentation Process**
Unit of Code	**IND TPR 03 05 0613**
Unit Descriptor	This unit specify the peculiar characteristics of black tea to other type of tea includes, oxidation (fermentation) of catechins by polyphenol oxidase to polyphenols; requirement of fermentation; fermentation factors; time of fermentation on continues fermenting machine(CFU).

Elements	Performance Criteria
1. Oxidation of Catechins	1.1 The well macerated and cut leaf called Dhool will undergo good ***fermentation*** as the particles are fully exposed to oxygen. 1.2 During the process the catechins will be oxidized by the enzyme called polyphenol oxidase to form polyphenols. 1.3 Polyphenols are further breakdown into Theaflavins (TF) and Thearubgins(TR). 1.4 TFs are made responsible for quality parameters like Brightness of the liquor. 1.5 TRs are made responsible for color of blackness, strength (briskness).
2. Fermentation Requirement	2.1 The withered leaf should be in a good quality and undamaged before maceration process. 2.2 Fermentation should resume just after maceration. 2.3 There should be good suppy of monitored oxygen. 2.4 Temprature in the processing room as well as in the fermentation machines should be regulated by air flow, humidifyers and recorded by temperature sensors (Thermometers). 2.5 All process in the fermenting machines should be carried out in clean condition.
3. Factor Affecting Fermentation	3.1 Temperature affects the oxidation reaction and oxygen intake. 3.2 Moisture affects fermentation processes. High or under withered leaf has low oxidation rate. 3.3 Degree of maceration and rolling affects the rate of fermentation process. 3.4 Planting materials i.e. varieties varied in their degree of fermentation.
4. Time of Fermentation	4.1 The correct fermentation time to obtain the balance between TFs :TRs to make bright and brisk tea with reasonable color and strength.

	4.2 Fermentation time can be seated on the CFM speed controlling unit. 4.3 ***Tools and equipment*** for the application of fermentation are made mandatory. 4.4 Therefore providing sufficient transport to move the tender leaf to factory is important. 4.5 Fermentation is always made by taking account of an ***Occupational Health and Safety (OHS)*** and environmental impact/

Variables	**Range**
Fermentation	May Include: • The scope of this work is to understand the correct fermentation time so as to produce acceptable and quality tea
Tools and Equipment	May Include • Continuous Fermentation • Machine • Air ducts • Humidifier • Control board
Occupational Health & Safety (OHS)	May Include • Wearing synthetic gloves. • Wearing protective.
Types and Sources of Information	May Include • From tea hand book. • From manual prepared by experts.

Evidence guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Understand the effect of different fermentation factors on the production of quality tea • Ability to determine the optimum time of fermentation
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Basic concept of tea fermentation • Tea Withering • Impact of tea fermentation on quality production • Uses of equipment for the application of fermentation • Tea making • Importance of fermentation time on production of quality tea
Underpinning Skills	Demonstrate skills to: • use all hardware components to operate fermentation of green leaf • operate the machine using different keys the instruments • visual ability to inspect and know the right color of fermentation

	• Sensory capability to sense aromatic chemicals during the process of fermentation • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Monitoring and Operating Drying Operation**
Unit of Code	**IND TPR 03 06 0613**
Unit Descriptor	This unit specifies to obtain a finished product that can be handled and stored and to arrest the fermentation at the stage that gives the most desirable liquoring properties; methods of drying and drying factors.

Elements	Performance Criteria
1. Dry the fermented tea	1.1 At optimum fermentation time, all enzymatic reaction and oxidation should be arrested. 1.2 The fermented tea is put to the feeding hopper on the top section moving in conveyor belt fashion into the drier. 1.3 The objective of ***drying*** is to remove moisture from the leaf and make stable product with good keeping quality. 1.4 Around 77.5 kg moisture evaporates during the process of drying. 1.5 This removal of water requires heat energy which will be obtained from the steam boiler or direct heating. 1.6 Generally 100 kg of fresh leaf produces 22.5 kg of dried made tea. Thus tea undergoes moisture loss from 70 % to 3-4 % in drying process.
2. Drying Method	2.1 The latest dryer machines have two compartments where effective drying is going on. These are hot side and warm compartments. 2.2 The wet tea first introduced in hot section of with the object of inducing quick drying and rapid ending of fermentation. 2.3 The dryer has a hot air and cold air ducts. The hot air having a temperature of 140-150 ºc will blow in first compartment in order to removing the moisture. 2.4 The compartments are mounted by temperature sensors which help to regulate and control the temperature. 2.5 The air flows which come from the hot and cold side will be blow by two independent fans, the flow volume of the air is further controlled by other regulators. 2.6 Similarly, cyclone fans are mounted on the upper side of the dryer which help the fluidization of dried tea. 2.7 Once the tea is getting dry, it will start moving towards the discharging mouth.

3. Drying factors and considerations	3.1 There are several factors which limit the drying efficiency. 3.2 Inlet and exhaust temperatures. 3.3 Thickness of the spread may affect also the process of drying. 3.4 Rate of moisture loss shouldn't exceed 4% per minute. 3.5 Any hot air leakage may brings poor drying process, reduce the efficiency of dryer output and increase energy cost. 3.6 Fan speed and direction may alter air volume and operational integrity of the fan and needs frequent inspections. 3.7 ***Tools and equipment*** for the application of drying is mandatory. Therefore providing sufficient transport to move the tender leaf to factory is important. 3.8 Drying is taken account of an ***Occupational Health and Safety (OHS)*** and environmental impact.

Variables	**Range**
Drying	May Include • The scope of this operation includes: ending of fermentation at the right time, putting of fermented tea to the drier, control of inlet and outlet temperatures; fan speed, directions and compatibility; rate of moisture loss and fluidization of tea particles; moisture content of tea t the drier mouth.
Tools and Equipment	May Include • Shovel • Drier • Boiler • Water • Fuel wood • Sack
Occupational Health & Safety (OHS)	May Include • Wearing synthetic gloves • Eye goggles • Mouth muffs • Fire extinguisher
Types and Sources of Information	May Include • From tea hand book. • From manual prepared by experts. • Machines manuals

Evidence guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Provided the hot /cold air for drying

	• Apply air using cyclone fans • Control readings from temperature sensors • Monitor the feeding and thickness of the wet tea • Checked the output capacity of the drier against the designed capacity. • Check the moisture content of the dried tea at dryer mouth
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Time of fermentation • Impact Drying on quality production • Uses of equipment for the application Drying • Temperature reading • Tea processing concept • Machines operation
Underpinning Skills	Demonstrate skills to: • use all hardware components to operate drying of green leaf • operate the dying machine using different keys the instruments • Practice the degree of drying process using hands • Operate instrument of moisture meter to know the water content of the drying leaves • Uses sensory and visual ability to understand the drying process • Interoperate figures of made tea: green tea ratio which is calculated using calculator • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Operate Sorting and Grading o Made Tea**
Unit Code	**IND TPR 03 07 0613**
Unit Descriptor	This unit specifies the removal of fibers from made tea after the drying operation. The process is called fiber extraction using fiber extractor (pre-sorter) machine; Sorting of different tea grades and types using tea sorter machine.

Elements	Performance Criteria
1. Fiber Extractions	1.1 Once the tea is dried well and out from the dryer, the next process will be removing the imbedded fibers from the made tea. 1.2 Several set of electrostatic PVC rollers are set to extract any stalk and fiber laying on the tea. 1.3 These rollers are set to obtain maximum fiber extraction with minimum removal of tea. 1.4 Efficiency of fiber extractor depends on plucking standard; thickness of the leaf; clearance of roller and tea and roller diameter.
2. Sorting	2.1 Bulk tea after drier contains heterogeneous mix of tea having different particle size and need grading. 2.2 At this stage these mixed tea grades should be separated in their respective sizes. 2.3 The sorter machine has serious of sieves having different whole size. 2.4 The hole size of the serious of sieves will be fine when we go down. 2.5 In each level of sieves different sized tea will be separated based on their particle size. Finally, uniform sized of tea will be out from each sieve/ 2.6 Grading of the bulked tea (make uneven tea to even) is one marketing requirement in tea trading. 2.7 Generally there are three main sizes namely whole leaf grades (larger tea particles); broken grades (medium sized) and Fanning and Dust. 2.8 Commonly used Tea grades in Ethiopia Tea Market are broken Pekoe BP/BP1; Pekoe Fanning PF/PF1; Pekoe Dust PD; Dust D/D1; Broken Mixed Fanning BMF. 2.9 ***Tools and equipment*** for the application of ***Sorting*** are made mandatory. 2.10 Therefore providing sufficient transport to move the tender leaf to factory is important.

	2.11 Sorting is always made by taking account of an ***Occupational Health and Safety (OHS)*** and environmental impact.

Variables	**Range**
Tools and Equipment	May Include: • Shovel • Sack • Needle • Sewing machine • Fiber extractor • Pallet • Sorter
Sorting	May Include: • The scope of this operation includes activates in removal of fibers and stalk from the tea and grading and sorting of bulked tea in respective of their particle size.
Occupational Health & Safety (OHS)	May Include: • Wearing synthetic gloves, • Eye goggles • mouth muffs • Use fire extinguisher
Types and Sources of Information	May Include: • From tea hand book. • From manual prepared by experts. • Machines manuals

Evidence Guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: • Set and determine the clearance of the PVC rollers of the fiber extractors for efficient fiber removal • Frequent check on the process of fiber extraction • Feed appropriate amount of tea for success in production of fiber free tea • If necessary, repeat the process • Separation of mixed tea particle size is very important as the tea is marketed and valued based on their size • Avoid the probable incidence of grades during sorting process • Check the sorter machine is operating as per the requirement
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Nature of the tea leaf grades • Impact of Sorting on quality production • Uses of equipment for the application of Sorting and Grading
Underpinning Skills	Demonstrate skills to: • use all hardware components to operate fermentation of green leaf • operate the machine using different keys the instruments

	• visual ability to inspect and know the right color and particle size of made tea • Sensory capability to sense aromatic chemicals during the process of fermentation • record log information using the interface system according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Operate a Packaging and Labeling Process**
Unit Code	**IND TPR 03 08 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a packaging and labelling process or sub-system.

Elements	Performance Criteria
1. Prepare the equipment and process for operation	1.1 ***Packaging*** components/consumables, materials and items to be packaged are confirmed and available to meet operating requirements. 1.2 Cleaning and maintenance ***requirements*** and status are identified and confirmed. 1.3 Machine components and related attachments are fitted and adjusted to meet operating requirements. 1.4 Operating parameters are entered as required to meet safety and production requirements. 1.5 Materials, product and packaging components/consumables are loaded or positioned as required to meet packaging requirements. 1.6 ***Equipment*** performance is checked and adjusted as required. 1.7 Pre-start checks are carried out as required by workplace requirements.
2. Operate and monitor the process	2.1 The process is started and operated according to workplace procedures. 2.2 Equipment is monitored to identify variation in operating conditions. 2.3 Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements. 2.4 The ***process*** is monitored to confirm that specifications are met. 2.5 Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification. 2.6 The work area is maintained according to housekeeping standards. 2.7 Work is conducted in accordance with workplace environmental guidelines. 2.8 ***Workplace records*** are maintained according to workplace recording requirements.

	2.9 Labeling of the tea will help to identify the various tea production in their quality; production date; grade etc. 2.10 Well labeled tea will have the following information. Name of the producers; Type of production; Production time; Grade; Batch(Invoice) number etc.
3. Shut down the process	3.1 The appropriate ***shutdown procedure*** is identified 3.2 The process is shut down according to workplace ***procedures*** 3.3 Maintenance requirements are identified and reported according to workplace reporting requirements

Variable	**Range**
Packaging	May include: • vacuum packing • Aluminium foil packing • PVC lined packing • Aluminium cane packing • Paper packing • Potch packing
Requirements	May include: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Typical equipment	May include: • conveyor systems • filling • sealing • wrapping • thermo-form equipment • case packers • bundlers • ink jet coders • labellers • tea bag machine
Processes	May include: • the use of process control panels and systems
Workplace records	May include: • Standard Operating Procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Shutdown procedures	May include cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew

Policies and procedures	May include: • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • conduct pre-start checks on machinery used for packing • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • purpose and basic principles of the packaging process, including the purpose and characteristics required of packaging materials used and the principles of the packaging process used (where methods involve vacuum or map packaging, it includes an understanding of the effect of modified atmosphere on product shelf-life) • product and packaging coding requirements and related legal requirements, including product weight • basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • services required and action to take if services are not available • the flow of processes supplying the packaging process and the effect of outputs on downstream processes • quality characteristics required of the packaging process, such as seal integrity requirements • effect of variation in inputs, such as packaging components/consumables, materials and/or services, on process performance • operating requirements and parameters and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam up • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems

	• methods used to monitor the packaging process, such as visual inspecting, and measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety risks related to stages in the packaging process and related control measures • common causes of variation and corrective action required • Occupational Health and Safety (OHS) hazards and controls • requirements of different shutdowns as appropriate to the packaging process, including emergency and routine shutdowns and procedures to follow in the event of a power outage, and conducting basic equipment referencing where required • product/packaging changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • routine maintenance procedures where relevant • packaging integrity testing where relevant • cleaning and sanitation procedures where relevant
Underpinning Skills	Demonstrate skills to: • access workplace information to identify packaging requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary packaging components/consumables, materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, setting coders and printers, selecting appropriate equipment settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for packaging requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been completed, and confirming that all safety guards are in place and operational • start, operate, monitor and adjust packaging equipment to achieve required outcomes., such as packaging components/consumables and/or product, and monitoring control points (e.g. weights, codes, placement, glue

	temperatures, alignment and appearance, configuration and seal integrity) as required to confirm process remains within specification • monitor supply and flow of materials to and from the process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take packaging equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/process changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • integrity testing of packaging according to enterprise procedures • carry out routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Perform Basic Tea Test**
Unit of Code	**IND TPR 03 09 0613**
Unit Descriptor	This unit of competency covers the ability to perform tests and measurements using standard methods with access to readily available advice from supervisors.

Elements	Performance Criteria
1. Tea testing	1.1 Tea testing will be done to evaluate the quality of tea. 1.2 The method involves testing samples of predetermined weight and of a predetermined volume of water for each sample. 1.3 The water should be made fresh and clean. 1.4 The tested sample must be dried and not to be put in wet pots.
2. Tea Sampling for testing	2.1 In order to test and check the tea quality, sample will be prepared from the bulk (packed) tea. 2.2 Sample should be representative of the whole bulk tea. 2.3 The samples to be compared are put up at the same time and are all liquored in the same batch. 2.4 The sample should be correctly marked and care must be taken not to switch samples at the time of weighing out and liquoring them. 2.5 The sample bag will be aluminum foiled and water proof.
3. Tea Quality parameters	3.1 Tea quality will be evaluated through leaf appearance; liquor and infusion. 3.2 Leaf appearance indicates the physical condition of made tea. Whereas liquor and infusion represent the quality of made tea after boiling. 3.3 Quality comments and advice will be come under these three headings.

Variables	Range
Unit scope	May Include: • The scope of this operation includes method of testing of tea in order to determine the product of tea keep quality standard
Occupational Health & Safety (OHS)	May Include: • Wearing synthetic gloves • eye goggles • mouth muffs for protection of tea dust

Tools and Equipment	May Include: • Laboratory spoon • cups • sampling bag • weighing balance plates kittle • moisture tester
Types and Sources of Information	May Include: • From tea hand book • From manual prepared by experts • Machines manuals

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • accurately interpret enterprise procedures or standard methods • complete all tests within the required timeline without sacrificing safety, accuracy or quality • demonstrate close attention to the accuracy and precision of measurements and the data obtained • maintain the security, integrity and traceability of all samples, data/results and documentation
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • concepts of metrology • the international system of units (SI) • purpose of test • principles of the standard method • pre-use equipment checks • relevant standards/specifications and their interpretation • sources of uncertainty in measurement and methods for control • enterprise and/or legal traceability requirements • interpretation and recording of test result, including simple calculations • procedures for recognition/reporting of unexpected or unusual results • relevant health, safety and environment requirements • Instrument reading • Tea processing concept • Sensory testing
Underpinning Skills	Demonstrate skills to: • interpreting enterprise procedure or standard methods accurately • using safety information, such as Materials Safety Data Sheets (MSDS) and performing procedures safely • checking test equipment before use • completing all tests within required timeline without sacrificing safety, accuracy or quality

	• calculating, recording and presenting results accurately and legibly • maintaining security, integrity and traceability of all samples, data/results and documentation • cleaning and maintaining equipment
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Undertake Tea Processing Maintenance Activities**
Unit of Code	**IND TPR 03 10 0613**
Unit Descriptor	This competency standard covers basic maintenance procedures required to support machinery operations. It involves non-specialist skills to perform basic servicing and repairs on a range of machinery according to scheduled maintenance programs. Competency requires an awareness of workplace safety, and positive environmental practices associated with maintenance activities. The work is likely to be carried out under limited supervision with checking only related to overall progress within established enterprise routines and procedures.

Elements	Performance Criteria
1. Prepare for maintenance	1.1 ***Maintenance plans*** are accessed and understood prior to undertaking maintenance work. 1.2 ***Tools and supplies*** are selected appropriate to job requirements and confirmed against maintenance plan. 1.3 Tools are inspected for serviceability and ***prepared*** for use according to manufacturers' specifications and ***enterprise requirements***. 1.4 ***Occupational Health Safety hazards*** in the workplace are identified, risk assessed and reported according to enterprise requirements.
2. Perform scheduled maintenance	2.1 Suitable ***personal protective equipment*** is selected, used, maintained and stored according to Occupational Health and Safety requirements. 2.2 Greasing, lubrication and other ***basic servicing*** *of* ***machinery*** are carried out according to manufacturer's specifications and enterprise requirements. 2.3 Equipment is adjusted according to manufacturers' specifications and enterprise requirements. 2.4 Basic diagnostic techniques are applied and made mechanical. 2.5 ***Faults*** are identified and rectified according to manufacturer's specifications. 2.6 More serious or complex faults are reported for referral according to enterprise requirements.
3. Complete maintenance activities	3.1 Tools are cleaned and stored according to Occupational Health and Safety and enterprise requirements. 3.2 Waste from maintenance activities is collected, treated and disposed or recycled according to enterprise ***environmental*** requirements.

	3.3 Work areas are cleaned, returned to operating condition and maintained according to Occupational Health and Safety and enterprise requirements. 3.4 ***Relevant information*** is documented according to industry and enterprise requirements.

Variables	**Range**
Maintenance Plan	May Include: • details of scheduled maintenance and servicing requirements and procedures, • tools and supplies required to undertake maintenance tasks, • pre-start and safety checks for tools and machinery, • mechanical diagnostic procedures, • common mechanical faults and adjustment or repair procedures, • current operational details, • Supervisors instructions and reporting requirements
Tools and Supplies	May Include: • hand tools, • hand held power tools, • grease guns, safety equipment, • cleaning and maintenance supplies including grease, fuel, oil, chemicals, water steam, power and air
Preparation	May Include: • routine safety and pre-start checks, and • procedures involving cleaning, lubricating, hand sharpening, priming pumps, clearing filters, basic repairs, tightening and adjustments
Enterprise Requirement	May Include: • Standard Operating Procedures (SOPs), industry standards, production schedules, • Material Safety Data Sheets (MSDSs), • Work notes and plans, product labels, manufacturers specifications, operators' manuals, • enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), • supervisors oral or written instructions
Organizational Health Safety	May Include: • operating and maintaining machinery including hydraulics and guarding of exposed moving parts • hazard and risk control • manual handling including lifting and carrying • the provision of safety decals and signage • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • lock out or danger tag procedures

	• protection of people in the workplace • the appropriate use, maintenance and storage of personal protective clothing and equipment
Hazards	May Include: • exposure to loud noise and fumes, solar radiation, dust, and hazardous substances • It may also include oil and grease spills, electricity, mechanical malfunctions and entanglement with machinery from exposed moving parts including hydraulics
Personal protective equipment	May Include: • boots, hat/hard hat, overalls, gloves, protective eyewear, safety harness, hearing protection, respirator or facemask, • sun protection (sun hat, sunscreen)
Basic Servicing	May Include: • greasing and lubricating, • carrying out checks of the cooling system, fuel, grease and oil, battery levels, inspections of tyre pressures, fan belts, leads, lines, connections, air filters, electrical, hydraulics, steering, lighting, transmission, and confirmation of safety guards, PTO stubs and shafts
Machinery	May Include: • Motorized equipment and implements • Motorized machinery may include sprayers, tractors, mechanical pruners, harvesters, turf mowers, rotary hoes, chainsaws, hedge trimmers, winches, vehicles and motorcycles
Faults	May Include: • damage, wear, malfunction or unsoundness
Environmental Practices	May Include: • the reduction of excessive noise and exhaust emissions, • the safe use and disposal of maintenance debris including oil containers, fuel and chemical residues • Preventative measures with regard to soil disturbance, dust and increased run-off flows caused by servicing, maintenance and cleaning activities
Relevant Information	May Include: • tool usage and operational faults or malfunctions, machinery servicing and repair procedures and outcomes, • machinery performance and operational faults or malfunctions, damage details, and hazard and incident reports

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • accurately interpret enterprise procedures or standard methods • complete all tests within the required timeline without sacrificing safety, accuracy or quality

	• demonstrate close attention to the accuracy and precision of measurements and the data obtained • maintain the security, integrity and traceability of all samples, data/results and documentation
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • concepts of metrology • the international system of units (SI) • purpose of test • principles of the standard method • pre-use equipment checks • relevant standards/specifications and their interpretation • sources of uncertainty in measurement and methods for control • enterprise and/or legal traceability requirements • interpretation and recording of test result, including simple calculations • procedures for recognition/reporting of unexpected or unusual results • relevant health, safety and environment requirements • Instrument reading • Tea processing concept • Sensory testing
Underpinning Skills	Demonstrate skills to: • interpreting enterprise procedure or standard methods accurately • using safety information, such as Materials Safety Data Sheets (MSDS) and performing procedures safely • checking test equipment before use • completing all tests within required timeline without sacrificing safety, accuracy or quality • calculating, recording and presenting results accurately and legibly • maintaining security, integrity and traceability of all samples, data/results and documentation • cleaning and maintaining equipment
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Apply Raw Materials, Ingredient and Process Knowledge to Production Problems**
Unit Code	**IND TPR 03 11 0613**
Unit Descriptor	This unit of competency covers skills and knowledge required to apply knowledge of ingredients and processes to troubleshoot typical problems that occur in preparing, processing and/or packaging product.

Elements	Performance Criteria
1. Identify and respond to non-conforming ingredients/raw materials	1.1 Non-conformance in ***raw materials/ingredients*** is identified and reported according to workplace reporting requirements. 1.2 Causes of non-conformance are investigated and reported according to workplace reporting requirements. 1.3 Corrective action is determined and implemented within level of responsibility and workplace ***policy and procedures***. 1.4 Action is taken to prevent recurrence of non-conformance. 1.5 Action is reported according to workplace reporting requirements. 1.6 Action is taken in ***typical processing and techniques*** **to** minimize problems.
2. Identify and respond to non-conforming product and processes	2.1 ***Processing parameters***, stages and changes which occur during processing are monitored. 2.2 Non-conformance in processing, handling and/or storage is identified and corrective action taken according to workplace ***legislative requirements***. 2.3 Causes of non-conformance relating to processing, handling and/or storage are investigated and reported according to workplace reporting requirements. 2.4 Corrective action is determined and implemented within level of responsibility and workplace procedures. 2.5 Action is taken to prevent recurrence of non-conformance. 2.6 Action is reported according to workplace reporting requirements. 2.7 Work is conducted in accordance with workplace environmental guidelines,

Variable	Range
Ingredients**/**raw materials	May include ingredients/raw materials are those used to manufacture product
Policies and procedures	May include work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements.

Typical processing and related techniques	May include: • raw materials/ingredient dispensing • preparation • mixing and blending • conditioning • primary and further processing • wrapping • packing and storage
Typical process parameters	May include: • temperature • time • pressure • flow rate
Legislative requirements	relevant to this industry includes: • The Food Standards Code, including labeling, weights and measures legislation • Legislation covering food safety, environmental management, Occupational Health and Safety (OHS), anti-discrimination and equal opportunity
Problem minimization	May include: • Where recurrence of a problem cannot be prevented, procedures should be established to minimize the likelihood of recurrence and to identify any further incidents

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • describe required quality characteristics for raw materials and ingredients • describe required processes to achieve production specifications • identify common non-conforming materials and ingredients and causes • identify common non-conforming processes and causes • determine and undertake corrective action for non-conformances • complete workplace documentation and report non-conformances • apply food safety procedures
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • basic composition and function of each main raw material/ingredient used, such as awareness of ingredient grades or types • common causes of contamination/unacceptable quality of raw materials/ ingredients • methods used to confirm quality standard, such as accessing information (e.g. certificates of analysis and/or laboratory clearance information)

	• the effect of variation in raw materials/ingredients on processing stages and final product outcome, including factors likely to cause variation, and scope to adjust or correct for variation at each processing stage appropriate handling and storage requirements for raw materials/ingredients and final product, and the effect of failing to meet required storage conditions • the changes and reactions that occur through processing stages, including the signs and symptoms of poor/ unacceptable processing or equipment operation • factors that affect the shelf-life of product • the inter-relationships between processing stages and the effect of variation in processing parameters on process outcome and on final product, including factors likely to cause variation, and scope to adjust or correct for variation at subsequent process stages • procedures for identifying and isolating non-conforming product • troubleshooting information and techniques • procedures and related documentation required to amend or introduce a new method or procedure, such as short term procedures for amending or updating specifications and processing parameters • reporting requirements and responsibilities • test methods to confirm raw material/ingredient and/or final product quality characteristics where relevant
Underpinning Skills	Demonstrate skills to: • identify requirements of ingredient/raw material characteristics within level of responsibility • follow procedures to identify, remove/isolate and report nonconforming ingredients/materials and/or product according to workplace reporting requirements • determine likely causes of non-conformance of ingredients/raw materials • recognize indicators of unacceptable or non-conforming processing, handling and/or storage outcomes • act promptly to identify, remove/isolate and report nonconforming product and/or processes • access and apply workplace information relating to process troubleshooting • investigate non-conformance to determine likely causes and report findings to appropriate personnel • identify action required to correct non-conformance and implement within level of responsibility • identify action required to prevent or minimize and control recurrence of non-conformance and implement within level of responsibility

	• complete workplace records, including reporting nonconformance and documenting corrective actions according to work place recording procedures • conduct tests to confirm raw material/ingredient and/or final product quality characteristics according to enterprise procedures • use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Perform Stock Control Procedures**
Unit Code	**IND TPR 03 12 0613**
Unit Descriptor	This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stock takes, reordering stock and dispatching goods.

Elements	Performance Criteria
1. Receive and Process incoming goods	1.1 Cleanliness and orderliness in receiving bay are maintained according to store policy. 1.2 Goods are unpacked using correct techniques and equipment in line with ***store policy and procedure.*** 1.3 Packing materials are removed and disposed of promptly according to store policy. 1.4 Incoming stock is accurately checked and validated against purchase orders and delivery documentation according to store policy. 1.5 Items received are inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy. 1.6 Stock levels accurately recorded on ***store stock control*** systems, according to store policy. 1.7 Storage of goods arranged is secured according to store policy and legislative requirements. 1.8 Dispatched is stocked to appropriate area/department. 1.9 Price and code labels applied are stocked when required according to store policy
2. Rotate Stock equipment	2.1 Stock rotation procedures are carried out routinely and accurately for merchandise and wrapping and packing materials according to store policy. 2.2 Excess stock is placed in storage or disposed of in accordance with store policy and legislative requirements. 2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements.
3. Participate in Stock take	3.1 Stocktaking and cyclical counts are assisted with according to store policy/procedures. 3.2 Stock records documentation is completed according to store stock control system.

	3.3 Discrepancies in stock are recorded and ***reported*** to relevant personnel. 3.4 Electronic recording equipment is operated and maintained according to manufacturer's specifications.
4. Reorder Stock	4.1 Minimum stock levels are identified according to store policy. 4.2 ***Stock*** requisition forms or electronic orders are completed accurately 4.3 Undelivered stock orders are identified on stock system and followed up without undue delay.
5. Dispatch Goods	5.1 Goods to be returned to supplier identified and labeled with date, supplier and reason for return or referred to management if required. 5.2 Credit request documentation is completed according to store procedure. 5.3 Goods are stored securely while awaiting dispatch. 5.4 Delivery documentation is completed according to store procedures. 5.5 Special delivery instructions are noted. 5.6 Items are packed safely and securely to avoid damage in transit.
6. Follow Up Order	6.1 Delivery process is monitored to meet agreed deadlines. 6.2 Routine supply problems are handled or referred to management as ***required*** by store policy. 6.3 Continuous liaison is made with buyers, store/departments, warehouse and suppliers to ensure continuity of supply. 6.4 Stock is distributed according to store/department allocation.

Variable	**Range**
Store Policies and procedures	May include: • Store Control • Dispatch
Store Stock Control	May include: • Checking incoming or existing stock • Special Orders
Reporting of Faults	May include: • Telephone • Fax • Letter • Face to face
Handling techniques of Stock	May include: • Stock Characteristics • Industry codes of practices

Legislative requirements	May include: • Occupational health and safety • hazardous substances and dangerous goods • labeling of workplace substances • waste removal and environmental protection • transport, storage and handling of goods

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control. • Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice. • Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment. • Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures. • Rotates stock and reorders stock/maintains stock levels according to store policies and procedures • Assists with stocktaking and cyclical counts according to store policies and procedures • Interprets and processes information accurately and responsibly
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • store policy and procedures in regard to use and operation of store information technology systems, including: ➢ use and maintenance of hardware and software systems ➢ solutions to problems and breakdowns ➢ operation of equipment • relevant legislation and statutory requirements, including: ➢ consumer law ➢ credit procedures ➢ OHS • relevant industry codes of practice • store products and services range, including pricing structure • manufacturer specifications in regard to operation of hardware and software • software licensing specifications • problem-solving techniques
Underpinning Skills	Demonstrate skills to: • using store technology information systems • application and use of hardware and software • interpersonal communication skills to: ➢ convey knowledge of store technology system to other staff members ➢ refer problems to appropriate personnel

	➢ provide assistance to staff through clear and direct communication ➢ ask questions to identify and confirm requirements ➢ share information ➢ use language and concepts appropriate to cultural differences ➢ use and interpret non-verbal communication • literacy and numeracy skills in regard to processing, recording and documenting information
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Participate in a HACCP Team**
Unit Code	**IND TPR 03 13 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to participate in the development and/or review of a HACCP-based food safety program under direction.

Elements	Performance Criteria
1. Prepare to develop and/or review a food safety program	1.1 Roles and responsibilities for participating in, developing or reviewing a food safety program are identified. 1.2 The scope of the ***food safety program*** is identified.
2. Identify and/or review food safety hazards	2.1 Processes to be covered by the food safety program are ***verified*** and steps within each process are described. 2.2 ***Food safety hazards*** that are reasonably expected to occur are identified for each process. *2.3* Identifying ***Scope of the HACCP based plans***. 2.4 Handling methods, processing techniques and existing support programs used in the workplace are identified.
3. Establish and/or review methods to monitor and control food safety hazards	3.1 Acceptable ***methods of control*** are established for each food safety hazard that is reasonably expected to occur. 3.2 Control methods are ***validated****.* 3.3 Procedures for taking preventative action are established. 3.4 Appropriate methods for monitoring that processes remain within control are established. 3.5 Required corrective action to respond to situations where hazards are not effectively controlled is established. 3.6 Work is conducted in accordance with workplace environmental guidelines.

Variable	Range
Food safety programs	May include: • A food safety program is a written document that specifies how a business will control all food safety hazards that are reasonably expected to occur in the food business. The food safety program must provide for the systematic monitoring of the controls as well as appropriate corrective action if a hazard is found not to be under control. Records must be kept to demonstrate action in relation to, or in compliance with, the food safety program. A food safety program may be developed as a stand-alone program or may be integrated with the quality program in a workplace

Verification	May refers to: • reviewing all aspects of the food safety program and related records to determine compliance with and adequacy of the food safety program • At a minimum, food safety programs must be verified annually
Food safety hazards	May include: • microbiological • chemical • physical hazards
Scope of the HACCP based plans	May include: • The scope of the HACCP-based plan depends on workplace requirements and may extend outside the direct area of responsibility of the team participants
Methods used to control hazards	May include: • both support programs and specific hazard control limits or requirements: • product recall • cleaning schedules • pest control programs • personal hygiene practices • calibration procedures and related operating procedures
Validation	May include:: • the use of objective evidence in order to prove that materials, processes, procedures or equipment used are capable of delivering the intended result

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • identify components and parameters of a food safety program • identify food safety hazards in production processes • establish and validate control standards and methods for each hazard • establish procedures for unpredicted hazards • communicate and document hazards and control procedures • complete workplace records • apply safe work practices and identify Occupational Health and Safety (OHS) hazards and controls • Apply food safety procedures.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • the purpose and intent of food safety legislation • purpose and responsibilities for maintaining records as required by legislation and workplace procedures • roles and responsibilities for development and maintenance of the food safety program, including roles of internal and external auditors and of authorised officers

	• techniques for applying HACCP-based principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures • techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports • raw materials, ingredient and finished product composition and characteristics, and related handling and storage requirements • food processing methods used in the workplace or work area and their effect on food safety • sources of technical expertise on food safety requirements • the role of consultation in the development, implementation and ongoing maintenance of the food safety program • documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures • main types of food safety hazards/contamination likely to occur given the type of product and processing methods used • conditions required for bacterial food poisoning to occur, such as water activity, pH, composition, time and temperature as relevant to food handled • acceptable control methods for the hazards identified and required corrective action when control requirements are not met • typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability and personal hygiene, and how they can be used as part of a food safety program • acceptable control methods for the hazards identified and required corrective action when control requirements are not met • validation and verification processes and techniques and responsibilities
Underpinning Skills	Demonstrate skills to: • identify personal roles and responsibilities for participating in the development or review of a food safety program • identify processes and steps to be covered • identify hazards that are reasonably expected to occur and establish appropriate methods of control, such as participating in validating existing control methods and where there is no adequate control method in place, establishing an appropriate method

	• establish or review procedures for implementing preventative action, such as revision of materials, processes and/or food handling procedures, and where required, the revision of workplace practices and documentation, such as specifications, operating procedures and approved supplier programs • describe the appropriate monitoring requirements for each food safety hazard, including the method or procedure to be followed, the frequency and timing, the person responsible, and the information to be recorded (procedures to be followed would typically be specified in the form of a standard operating procedure or work instruction) • describe corrective action requirements in the event that acceptable limits or requirements of support programs are not met • develop or review documentation relating to the design and maintenance of the food safety program, such as flow diagrams, hazard analysis charts and tables, support program requirements, data analysis reports, corrective action reports and verification reports • develop or review documentation to communicate food safety responsibilities, such as Standard Operating Procedures (SOPs), processing parameters and recording devices (e.g. log sheets) • communicate food safety responsibilities within level of responsibility using techniques and presentation styles appropriate to the audience • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Set up a Production and Packaging Line for Operation**
Unit Code	**IND TPR 03 14 0613**
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up multiple production or packaging processes and/or conduct multiple process changeovers for operation by others.

Elements	Performance Criteria
1. Prepare for line setup	1.1 Materials are confirmed and available to meet production requirements. 1.2 Equipment and related accessories are confirmed, available and fit for use to meet production requirements. 1.3 Tools and equipment required for line setup are made available, operational and fit for use. 1.4 Processing parameters and settings are identified to meet production or packaging requirements.
2. Set up the line for operation	2.1 ***Cleaning requirement*** and maintenance requirements and status are identified and confirmed. 2.2 ***Equipment*** is inspected to confirm condition. 2.3 Machine settings are selected or equipment adjusted as required to meet safety and production requirements. 2.4 Processing or packaging parameters are entered as required to meet production requirements. 2.5 Equipment performance is checked and adjusted as required. 2.6 Pre-start checks are carried out as required by workplace ***legislative requirements***. 2.7 Line setup is completed to match production or packaging schedule and operating requirements. 2.8 The line is ready and safe to operate and any equipment requirements are reported according to workplace reporting requirements. 2.9 Work is conducted in accordance with ***workplace /Information*** environmental guidelines. 2.10Relevant personnel are notified of setup completion.

Variable	Range
Confirming cleaning requirements and status	May include: • accessing cleaning records

Equipment adjustment	May include: • limited use of hand tools within level of responsibility
Legislative requirements	May include: • the Food Standards Code, including labeling, weights admeasures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	May include: • Standard Operating Procedures (SOPs) • specifications • production schedules and instructions • standard forms and reports
Policies and procedures	May include: • Work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements

Evidence Guide	
Critical Aspects of Competence	Must confirm appropriate knowledge and skills to: • conduct pre-start checks on machinery used for production to determine cleaning, maintenance and operation readiness • determine production parameters and requirements • set up line according to production requirements take corrective action in response to typical faults and inconsistencies • complete workplace records and communicate line status with other personnel as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • Apply food safety procedures.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • basic operating principles of equipment and related accessories, including equipment adjustment points, range and location/alignment requirements of sensors and related feedback instruments, and status and purpose of guards • operating capacities of equipment used in the work area, such as different types of equipment and/or components as required by processing operations • nature of setup/changeover requirements, such as product compatibility and related cleaning requirements, impact of variation in materials or product on setup requirements, equipment and/or attachment changeovers related to given products • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • pre-start checks required by setup/changeover

	• related processes and personnel dependent on line setup, and communication responsibilities • isolation, lock out and tag out procedures and responsibilities • Occupational Health and Safety (OHS) hazards and controls procedures and responsibility for reporting equipment performance information • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • routine maintenance requirements and procedures where relevant
Underpinning Skills	Demonstrate skills to: • access production/packing schedule and related information to identify line setup/changeover requirements, such as checking product sequencing and compatibility, confirming that the required cleaning and/or sanitation has occurred and required packaging components and consumables are available as appropriate select, fit and use personal protective clothing and/or equipment • confirm supply of necessary equipment and related attachments, materials and services for production • confirm supply of necessary equipment and services to carry out setup operations • set and/or adjust equipment to meet production/packaging requirements, including selecting the required parameters or equipment settings, and changing processing set points as required • position safety guards and cancel isolation/lockouts ready for operation • confirm that sensors and related feedback instruments are correctly positioned and operational • operate equipment to confirm equipment setup and make final adjustments as required • time setup activities to meet production requirements • advise affected work areas/personnel of completion of setup • maintain work area to meet housekeeping standards • load and/or position materials/ingredients/product and/or packaging consumables according to enterprise procedures • use the control panel/system to set and adjust equipment components according to enterprise procedures • conduct routine maintenance according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce

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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Monitor Implementation of Work Plan/Activities**
Unit Code	**IND TPR 03 15 0613**
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	1.1 Efficiency and service levels are monitored on an ongoing basis. 1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives. 1.3 Quality ***problems*** and issues are promptly identified and adjustments are made accordingly. 1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness. 1.5 Colleagues are consulted about ways to improve efficiency and service levels.
2. Plan and organise workflow	2.1 Current workload of colleagues is accurately assessed. 2.2 Work is scheduled in a manner which enhances efficiency and customer service quality. 2.3 Work is delegated to appropriate people in accordance with principles of delegation. 2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload. 2.5 Input is provided to appropriate management regarding staffing needs.
3. Maintain workplace records	3.1 ***Workplace records*** are accurately completed and submitted within required timeframes. 3.2 Where appropriate completion of records is delegated and monitored prior to submission.
4. Solve problems and make decisions	4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective. 4.2 Short term action is initiated to resolve the immediate problem where appropriate. 4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues. 4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem. 4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.

Variables	Range
Problems	May include but not limited to: • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: • monitor and improve workplace operations • plan and organize workflow • maintain workplace records
Resource Implications	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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Apply Quality Control**
Unit Code	**IND TPR 03 16 0613**
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Elements	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed. 1.2 Standard procedures are introduced to organizational staff/personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary.
2. Assess quality of service delivered	2.1 Services delivered are ***quality checked*** against organization ***quality standards*** and specifications. 2.2 Service delivered are evaluated using the appropriate evaluation ***quality parameters*** and in accordance with organization standards. 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures. 3.2 Records of work quality are maintained according to the requirements of the organization.
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures. 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

Variable	Range
Quality check	May include but not limited to: • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	May include but not limited to: • Materials • Components • Process • Procedures
Quality parameters	May include but not limited to: • Standard Design / Specifications • Material Specification

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: • Check completed work continuously against organization standard • Identify and isolate faulty or poor service • Check service delivered against organization standards • Identify and applied corrective actions on the causes of identified faults or error • Record basic information regarding quality performance • Investigate causes of deviations of services against standard • Recommend suitable preventive actions
Underpinning Knowledge	Demonstrates knowledge of: • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	Demonstrates skills to: • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Lead Workplace Communication**
Unit Code	**IND TPR3 17 06 0613**
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate ***communication method*** is selected. 1.2 Multiple operations involving several topics areas are communicated accordingly. 1.3 Questions are used to gain extra information. 1.4 Correct sources of information are identified. 1.5 Information is selected and organized correctly. 1.6 Verbal and written reporting is undertaken when required. 1.7 Communication skills are maintained in all situations.
2. Lead workplace discussion	2.1 Response to workplace issues is sought. 2.2 Response to workplace issues are provided immediately. 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety. 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise. 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 3.3 Dialogue is initiated with appropriate staff/personnel. 3.4 Communication problems and issues are raised as they arise.

Variable	Range
Methods of communication	May include but not limited to: • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: • Deal with a range of communication/information at one time • Make constructive contributions in workplace issues • Seek workplace issues effectively • Respond to workplace issues promptly • Present information clearly and effectively written form • Use appropriate sources of information • Ask appropriate questions • Provide accurate information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Lead Small Teams**
Unit Code	**IND TPR 03 18 0613**
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

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

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

Variable	Range
Learning and development needs	May include but not limited to: • Coaching, mentoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance appraisals • Workplace skills assessment & Recognition of prior learning
Organizational requirements	May include but not limited to: • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	May include but not limited to: • Formal/informal performance appraisals • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	May include but not limited to: • On the job coaching or mentoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and Involvement in professional networks • Conference/seminar attendance and induction

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: • Identify and implement learning opportunities for others • give and receive feedback constructively • facilitate participation of individuals in the work of the team • negotiate learning plans to improve the effectiveness of learning • prepare learning plans to match skill needs • access and designate learning opportunities
Underpinning Knowledge and Attitude	Demonstrates knowledge of: • coaching and mentoring principles • how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • how to facilitate team development and improvement • methods and techniques for eliciting and interpreting feedback • methods for identifying and prioritizing personal development opportunities and options • career paths and competence standards in the industry
Underpinning Skills	Demonstrates skills to: • read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • receive feedback and report, maintain effective relationships and conflict management • organize required resources and equipment to meet learning needs • provide support to colleagues • organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation skills to conduct small group training sessions • relate to people from a range of social, cultural, physical and mental backgrounds
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: • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Tea Processing Level III	
Unit Title	**Improve Business Practice**
Unit Code	**IND TPR 03 19 0613**
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 ***Data required*** for diagnosis is determined and acquired. 1.2 ***Competitive advantage*** of the business is determined from the data. 1.3 ***SWOT analysis*** of the data is undertaken.
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified. 2.2 ***Key indicators*** for benchmarking are selected in consultation with key stakeholders. 2.3 Like indicators of own practice are compared with benchmark indicators. 2.4 Areas for improvement are identified.
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed. 3.2 Cost-benefit ratios for required improvements are determined. 3.3 Work flow changes resulting from proposed improvements are determined. 3.4 Proposed improvements are ranked according to agreed criteria. 3.5 An action plan is developed and agreed to implement the top ranked improvements. 3.6 ***Organizational structures*** are checked to ensure they are suitable.
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed. 4.2 Practice ***objectives*** are developed/ reviewed. 4.3 Target markets are identified/ refined. 4.4 ***Market research data*** is obtained. 4.5 ***Competitor analysis*** is obtained. 4.6 ***Market position*** is developed/ reviewed. 4.7 ***Practice brand*** is developed. 4.8 ***Benefits*** of practice/practice products/services are identified. 4.9 ***Promotion tools*** are selected/ developed.

5. Develop business growth plans	5.1 Plans are developed to increase ***yield per existing client***. 5.2 Plans are developed to add new clients. 5.3 Proposed plans are ranked according to agreed criteria. 5.4 An action plan is developed and agreed to implement the top ranked plans. 5.5 Practice work practices are reviewed to ensure they support growth plans.
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders. 6.2 Indicators of success of the plan are agreed. 6.3 Implementation is monitored against agreed indicators. 6.4 Implementation is adjusted as required.

Variable	**Range**
Data required includes:	May include but not limited to: • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage	May include but not limited to: • services/products • fees • location • timeframe

SWOT analysis	May include but not limited to: • internal strengths such as staff capability, recognized • quality • internal weaknesses such as poor morale, • under-capitalization, poor technology • external opportunities such as changing market and • economic conditions • external threats such as industry fee structures, strategic • alliances, competitor marketing
Key indicators	May include but not limited to: • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures	May include but not limited to: • Legal structure (partnership, Limited Liability Company, etc.) • organizational structure/hierarchy • reward schemes
Objectives should be 'SMART'	May include but not limited to: • S: Specific • M: Measurable • A: Achievable • R: Realistic • T: Time defined
Market research data	May include but not limited to: • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: ➢ trade associations/journals ➢ Yellow Pages small business surveys ➢ libraries ➢ Internet ➢ Chamber of Commerce ➢ client surveys ➢ industry reports and secondary market research • primary market research such as: ➢ telephone surveys, personal interviews and mail surveys
Competitor analysis	May include but not limited to: • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
Market position	May include but not limited to: • product

	• the good or service provided • product mix • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication and promotion budget
Practice brand	May include but not limited to: • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (Attention, Interest, Desire and Action)
Benefits	May include but not limited to: • features and benefits as perceived by the client
Promotion tools	May include but not limited to: • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail and telemarketing/cold calling
Yield per existing client	May include but not limited to: • raising charge out rates/fees • packaging fees • reduce discounts and sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	Demonstrates skill in: • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tea Processing Level III	
Unit Title	**Prevent and Eliminate MUDA**
Unit Code	**IND TPR 03 20 0613**
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	1.1 Work instructions are used to determine job requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted following working manual. 1.3 ***OHS requirements***, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work. 1.4 Appropriate material is selected for work. 1.5 ***Safety equipment and tools*** are identified and checked for safe and effective operation.
2. Identify MUDA.	2.1 Plan of MUDA identification is prepared and implemented. 2.2 Causes and effects of MUDA are discussed. 2.3 ***Tools and techniques*** are used to draw and analyze current situation of the work place. 2.4 Wastes/MUDA are identified and measured based on ***relevant procedures***. 2.5 Identified and measured wastes are reported to relevant personnel.
3. Eliminate wastes/MUDA.	3. 1. Plan of MUDA elimination is prepared and implemented. 3. 2. Necessary attitude and ***the ten basic principles for improvement*** are adopted to eliminate waste/MUDA. 3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS. 3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements. 3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.
4. Prevent occurrence of wastes/MUDA.	4.1 Plan of MUDA prevention is prepared and implemented. 4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.

	4.3 Occurrences of wastes/MUDA are prevented by using ***visual and auditory control methods***. 4.4 Waste-free workplace is created using ***5W and 1H***sheet. 4.5 The completion of required operation is done in accordance with standard procedures and practices. 4.6 The updating of standard procedures and practices is facilitated. 4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.

Variable	**Range**
OHS requirements	May include but not limited to: • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	May include but not limited to: • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and techniques	May include but not limited to: • Plant Layout • Process flow • Other Analysis tools • Do time study by work element • Measure Travel distance • Take a photo of workplace • Measure Total steps • Make list of items/products, who produces them and who uses them & those in warehouses, storages etc. • Focal points to Check and find out existing problems

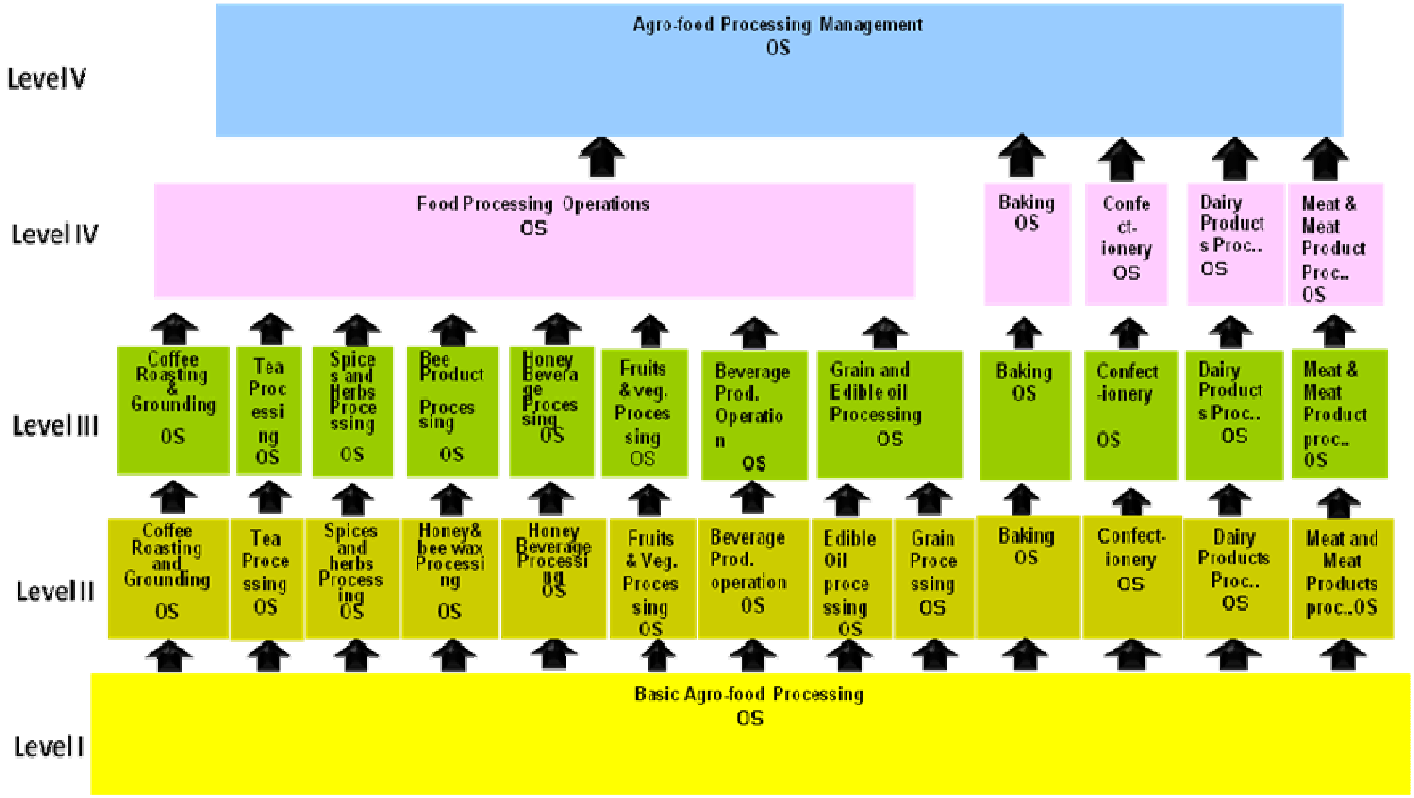
	• 5S • Layout improvement • Brainstorming • Andon • U-line • In-lining • Unification • Multi-process handling & Multi-skilled operators • A.B. control (Two point control) • Cell production line • TPM (Total Productive Maintenance)
Relevant procedures	May include but not limited to: • Make waste visible • Be conscious of the waste • Be accountable for the waste. • Measure the waste.
The ten basic principles for improvement	May include but not limited to: • Throw out all of your fixed ideas about how to do things. • Think of how the new method will work- not how it won. • Don't accept excuses. Totally deny the status quo. • Don't seek perfection. A 5o percent implementation rate is fine as long as it's done on the spot. • Correct mistakes the moment they are found. • Don't spend a lot of money on improvements. • Problems give you a chance to use your brain. • Ask "why?" At least five times until you find the ultimate cause. • Ten people's ideas are better than one person's. • Improvement knows no limits.
Visual and auditory control methods	May include but not limited to: • Red Tagging • Sign boards • Outlining • Andons • Kanban, etc.
5W and 1H	May include but not limited to: • Who • What • Where • When • Why and How

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: • discuss why wastes occur in the workplace • discuss causes and effects of wastes/MUDA in the workplace

	• analyze the current situation of the workplace by using appropriate tools and techniques • identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques • use 5W and 1H sheet to prevent
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Targets of customers and manufacturer/service provider • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3“MU” • waste/MUDA • wastes occur in the workplace • The 7 types of MUDA • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	Demonstrates skills to: • draw & analyze current situation of the work place • use measurement apparatus (stop watch, tape, etc.) • calculate volume and area • use and follow checklists to identify, measure and eliminate wastes/MUDA • identify and measure wastes/MUDA in accordance with OHS and procedures • use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure • apply 5W and 1H sheet • update and use standard procedures for completion of required operation

	• work with others • read and interpret documents • observe situations • solve problems • communicate • gather evidence by using different means • report activities and results using report formats
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: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Industry
Sub- sector: Agro-food Processing



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This occupational standard was developed on the date of June 25, 2013 at Debre Zeyit Ethiopian Management Institute.

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
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