



## BRCGS CULTURE EXCELLENCE FOOD SAFETY CULTURE MODULE ASSESSMENT REPORT

**COMPANY NAME:** Food Co Ltd.  
**SITE NAME:** Bristol  
**SITE COUNTRY:** UK  
**BRCGS SITE CODE:** 1234567  
**PRODUCT CATEGORY:** Raw poultry  
**REPORT DATE:** 1st-May-2024  
**MODULE:** Food Safety Culture

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| TOTAL | PREVIOUS | CHANGE | GRADE | PREVIOUS | CHANGE |
|-------|----------|--------|-------|----------|--------|
| 74    | 71       |        | B     | B        | -      |

| CATEGORY               | DIMENSION     | SCORE | TOTAL | PREVIOUS | CHANGE |
|------------------------|---------------|-------|-------|----------|--------|
| <b>PEOPLE</b><br>      | EMPOWERMENT   | 82    | 81    | 77       |        |
|                        | REWARD        | 80    |       |          |        |
|                        | TEAMWORK      | 86    |       |          |        |
|                        | TRAINING      | 78    |       |          |        |
|                        | COMMUNICATION | 77    |       |          |        |
| <b>PROCESS</b><br>     | CONTROL       | 79    | 77    | 78       |        |
|                        | COORDINATION  | 81    |       |          |        |
|                        | CONSISTENCY   | 69    |       |          |        |
|                        | SYSTEMS       | 77    |       |          |        |
|                        | PREMISES      | 78    |       |          |        |
| <b>PURPOSE</b><br>     | VISION        | 76    | 75    | 67       |        |
|                        | VALUES        | 77    |       |          |        |
|                        | STRATEGY      | 72    |       |          |        |
|                        | TARGETS       | 73    |       |          |        |
|                        | METRICS       | 75    |       |          |        |
| <b>PROACTIVITY</b><br> | AWARENESS     | 61    | 61    | 61       | -      |
|                        | FORESIGHT     | 61    |       |          |        |
|                        | INNOVATION    | 62    |       |          |        |
|                        | LEARNING      | 61    |       |          |        |
|                        | INVESTMENT    | 59    |       |          |        |

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Below are benchmarking comparisons with industry and product category peer group averages.

| TOTAL | INDUSTRY | COMPARISON | CATEGORY | COMPARISON |
|-------|----------|------------|----------|------------|
| 74    | 71       | +3         | 77       | -3         |

Below are the lowest and highest Elements (questions).

(M): Indicates a question asked of managers / senior managers only.

(S / M): Indicates a question asked of supervisors and managers / senior managers only.

| CATEGORY | ELEMENT  | SCORE |
|----------|--|-------|
|          | <b>PROACTIVITY</b> Knowledge of food safety risks at the site                                | 56    |
| LOWEST   | <b>PROACTIVITY</b> Problems are not repeated because people learn from mistakes (S/M)        | 58    |
|          | <b>PROCESS</b> There is an appropriate amount of food safety documents and records           | 62    |
|          | <b>PEOPLE</b> People have authority to take action in the event of a food safety problem (S) | 87    |
| HIGHEST  | <b>PEOPLE</b> Practical impact of training   | 84    |
|          | <b>PURPOSE</b> Perception that managers lead by example                                      | 81    |

Below are shown the top three perceived cultural barriers and positives.

| BARRIERS                                      | RESPONSES |
|---|-----------|
| Multi-cultural workforce (language barriers)  | 132       |
| Staff turnover                                | 112       |
| Time  | 103       |
| POSITIVES                                     | RESPONSES |
| Multi-cultural workforce (different cultures) | 177       |
| Training / communication                      | 153       |
| Awareness of culture                          | 141       |

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Food safety culture relates to the prevailing food safety attitudes, values and behaviours within a food business. To have a reliable assessment of food safety culture, honest and open (i.e. anonymous) information is required from a broad cross-section and large number of employees, followed by objective assessment and analysis against a standard.

In this case the standard is the Food Safety Culture Excellence Model, a peer-reviewed, published model that maps food safety culture against 4 Categories and 20 Dimensions.

As such the total scores generated within this report (explanations of which are below) can be used to identify an overall indicator of your site's food

safety culture, as well as providing an insight into cultural balance and specific areas of strength and weakness.


Details of the scoring and explanations of the key terms are provided below and on the next page. When the survey is taken a second time (e.g. 12 months later), comparisons can also be made over time, with increases and decreases identified.


An additional level of detail is available via upgrade to Premium Culture Excellence reporting, including 30 report views and 1000+ data points ([click here for details](#) - watch from the 19m 50s point of the video for details of upgrade; alternatively, check the 'Upgrade' section of your online reporting platform account).

| SCORE  | GRADE | BASIC EXPLANATION   |
|--------|-------|---|
| 90-100 | A+    | Very high scores that are clearly above the 'industry norm' (60) and indicate a high level of satisfaction and agreement at the site. Practical tools and support mechanisms are in place.  |
| 85-89  | A     |   |
| 80-84  | A-    | High scores that are above the 'industry norm' and indicate general satisfaction and agreement. Tools and support mechanisms are in place, and these are mostly well utilised though there are ways in which they can be enhanced.                        |
| 75-79  | B+    |   |
| 70-74  | B     |   |
| 65-69  | B-    | Medium scores that are close to the 'industry norm' and indicate partial satisfaction and agreement. Some tools and support mechanisms exist, though they vary in effectiveness. Improvements in design, management and / or communication could be made. |
| 60-64  | C+    |   |
| 55-59  | C     |   |
| 50-54  | C-    | Low scores that are below the 'industry norm' and indicate general dissatisfaction and low levels of agreement. If tools and support mechanisms are in place, these are not working effectively or consistently, and require improvement.                 |
| 45-49  | D+    |   |
| 40-44  | D     |   |
| 35-39  | D-    | Very low scores that are well below the 'industry norm' and indicate serious dissatisfaction and very low levels of agreement. Tools and support mechanisms are either not in place, or are ineffective and require change.                               |
| 30-34  | E+    |   |
| 0-29   | E     |   |

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| CATEGORY   | DIMENSION            | EXPLANATION  |
|--|----------------------|--|
| <b>PEOPLE</b><br> | <b>EMPOWERMENT</b>   | Empowerment reflects the level of autonomy and ownership felt by those working for the company, and their authority to deal with potential food safety problems.       |
|  | <b>REWARD</b>        | Reward relates to the use of incentives and disincentives to shape and manage correct behaviours, as well as opportunities to develop knowledge and skills.            |
|  | <b>TEAMWORK</b>      | Teamwork relates to a willingness to work in teams, the effectiveness of teamwork and the importance of the food safety team.  |
|  | <b>TRAINING</b>      | Training reflects both the frequency of food safety training within the company, and an evaluation of its effectiveness.   |
|  | <b>COMMUNICATION</b> | Communication reflects both the frequency of food safety communications within the company (e.g. meetings, emails, posters), and an evaluation of their effectiveness. |


| CATEGORY  | DIMENSION           | EXPLANATION   |
|---|---------------------|---|
| <b>PROCESS</b><br> | <b>CONTROL</b>      | Control relates to the effectiveness of managing and supervising staff throughout the company, to ensure their compliance with company standards. |
|   | <b>COORDINATION</b> | Co-ordination reflects the ability of different departments and levels within the company to work effectively together.                           |
|   | <b>CONSISTENCY</b>  | Consistency relates to having standard working methods that are effectively communicated and maintained throughout the company over time.         |
|   | <b>SYSTEMS</b>      | Systems reflects the level and appropriateness of key documents and records established within the company to support management processes.       |
|   | <b>PREMISES</b>     | Premises relates to the physical location, facilities and equipment within the company, and perceptions of its impact on food safety.             |

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| CATEGORY  | DIMENSION       | EXPLANATION   |
|---|-----------------|---|
| <b>PURPOSE</b><br><br> | <b>VISION</b>   | Vision relates to the long-term aspirations of the company, and the direction employees perceive it to be moving in.                                    |
|   | <b>VALUES</b>   | Values reflects the extent to which food safety are seen as core company principles, and how they are directly and indirectly communicated in practice. |
|   | <b>STRATEGY</b> | Strategy reflects the plans in place to achieve the company vision, and the extent to which they are communicated and agreed with across the company.   |
|   | <b>TARGETS</b>  | Targets relates to the establishment and management of shortterm goals or objectives amongst employees, and the inclusion of food safety within these.  |
|   | <b>METRICS</b>  | Metrics relates to the data that is gathered within the company to measure and improve food safety, and how effectively it is used.                     |

| CATEGORY  | DIMENSION         | EXPLANATION  |
|---|-------------------|--|
| <b>PROACTIVITY</b><br><br> | <b>AWARENESS</b>  | Awareness relates to the knowledge of external food safety issues, including external stakeholders (suppliers and customers) and general industry standards. |
|   | <b>FORESIGHT</b>  | Foresight reflects a risk awareness and ability to prioritise based on the likelihood of food safety problems, and consequences associated with them.        |
|   | <b>CHANGE</b>     | Innovation relates to both an openness to change within individuals and the level of food safety change and innovation in the company.                       |
|   | <b>LEARNING</b>   | Learning relates to the attitude of individuals towards organisational learning, its perceived effectiveness, and its impact on food safety standards.       |
|   | <b>INVESTMENT</b> | Investment relates to the allocation and spending of budget on food safety, and perceptions of the effectiveness of this.                                    |

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This report represents an overview of your food safety culture. The range of scores provided across the 20 Dimensions are the starting point for taking next steps. For most sites, next steps involve identifying areas for improvement and creating plans for making change.

This page provides guidance on how to start this process, which is based on experience and examples from sites of all types and sizes.

To support this process, specific ideas improvement are shown on pages 7 - 10.

| ACTION  | EXPLANATION   |
|---|---|
| <b>STEP 1: REVIEW SCORES</b>                  | <p>Hold a senior management meeting to discuss and review each of your scores in the context of your organisation, starting from top to bottom. For example, if you are a high-risk food site, you would expect the Risk Foresight result to be high. Even if it is not the lowest overall, a low result here would indicate a priority area. Consider questions such as: What does your organisation do to promote food safety in this area? Is the result a surprise or expected? Is it something you would like to improve?</p>  |
| <b>STEP 2: IDENTIFY AREAS FOR RECOGNITION</b> | <p>Based on your review, identify areas for recognising and appreciating employees. It is important to thank employees for taking part and to show them that the process leads to positive recognition for things that are identified as cultural strengths. For example, a high score in Teamwork could be celebrated in the company with communications acknowledging the role that employees play in achieving it, and planning fun team events.</p>   |
| <b>STEP 3: IDENTIFY AREAS FOR IMPROVEMENT</b> | <p>Based on your review, identify areas that require improvement or change. It might be an improvement to something that is already in place (e.g. making training programs more practical, relevant and/or enjoyable) or the development of something new (e.g. practical image-based work instructions to support HACCP and PRP procedures, or a new coaching program for high-risk activities).</p>  |
| <b>STEP 4: CREATE REALISTIC TARGETS</b>       | <p>Changing elements of organisational culture takes time, effort and focus. It is better to start with a single initiative and to develop, implement and maintain it with all the resources required rather than to spread resources thinly or start things that will then not be adequately maintained or evaluated. Targets should be set at Dimension level, not the overall cultural score, using the score descriptions (page 3) as a guide.</p>  |
| <b>STEP 5: MANAGE THE CHANGE PROCESS</b>      | <p>Even a small change requires effective management. Change plans should include the ideas and involvement of those necessary for and affected by the change, SMART goals (specific, measureable, agreed-on, realistic, time-based), careful planning, communication, monitoring and evaluation. There are many change management methodologies that can be researched and used to support this process.</p>   |
| <b>STEP 6: UPGRADE FOR MORE INSIGHT</b>       | <p>If you would like further insight into the scores, there are multiple options for follow-on data and support. You can find out more by contacting BRCGS (<a href="mailto:support@brcgs.com">support@brcgs.com</a>) your Certification Body (if they registered you for this assessment), or by emailing the Culture Excellence team at <a href="mailto:enquiries@cultureexcellence.com">enquiries@cultureexcellence.com</a>. <a href="#">Click here for more information</a> (watch from the 19m 50s point of the video for details of upgrade; alternatively, check the 'Upgrade' section of your online reporting platform account).</p> |



Provided below are suggestions for improvement based on best practice, as well as the experience of the Culture Excellence team with companies and sites of all types and sizes from around the world.

All guidance should be reviewed within the context of your organisation (please refer to the 'Next Steps' section on page 6).

| AREA   | GUIDANCE   |
|--|--|
| <p><b>TRAINING AND WORKSHOPS</b></p>    | <p>Focused training sessions or workshops can increase awareness in many cultural dimensions from increasing understanding of risk (<b>Foresight</b>) to identifying common corrective actions and ways to reduce their likelihood in the future (<b>Learning</b>). If they include interaction and group activities they can also build positive working relationships (<b>Teamwork</b>) and if they bring people together from different departments, either within the teaching role or by learning together, they can build greater cross-departmental understanding (<b>Co-ordination</b>).</p> <p>It is important that all training sessions and workshops are carefully designed, planned, managed and evaluated to ensure they have a positive effect on learning (<b>Training</b>) as well as improving knowledge, attitude and / or behaviour of the key topics. Fun and enjoyment should be considered with games, interaction and practical activity, as well as making them a genuine and relevant learning experience.</p>   |
| <p><b>COMMUNICATION STRATEGY</b></p>  | <p>A focused communication strategy can increase awareness in many cultural dimensions in a broader way than training or workshops as they can reach a larger audience. These are best for shorter or simpler pieces of information that require a less detailed explanation, and don't need the same impact on working relationships and teamwork.</p> <p>Traditional communication methods such as meetings, emails and posters can used in conjunction with social media (e.g. Facebook, Twitter, Instagram) depending on what would work best within the site.</p> <p>As well as increasing the perception of communication (<b>Communication</b>), an effective communication strategy can be very useful to increase knowledge of where the company is heading and why (e.g. <b>Vision, Values, Strategy</b>) as well as to share external issues of importance that affect the company (<b>Awareness</b>) or to clarify and build support for new plans or initiatives that are underway (<b>Innovation</b>). They can also be used to share important company data such as audit results, customer feedback and culture survey scores (<b>Metrics</b>), to highlight areas of improvement, acknowledge when things go well, and make people feel involved and informed.</p> <p>The more honest and fair communications are perceived to be, the more value they will have. Focusing on positive issues and bringing up any negative issues diplomatically and constructively will help. Furthermore, allowing feedback (a 'two way' communication), listening to issues and concerns, and demonstrating how this feedback is taken seriously can increase people's sense of involvement and value.</p> |

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| AREA  | GUIDANCE   |
|---|--|
| <p><b>TEAMBUILDING ACTIVITIES AND EVENTS</b></p>   | <p>Team building activities can build and enhance working relationships and make a positive impact on culture, especially when planned between teams (<b>Teamwork</b>) and departments (<b>Co-ordination</b>) to focus on these improvements. Team building activities can be on a small or large scale depending on the resources available, from a small activity during meetings (e.g. a team challenge or quiz) to an excursion away from the site (e.g. a sporting activity). It is important to bear in mind different personalities, tastes and national cultures, to ensure the activities are appropriate and enjoyable. It is also important to reflect on how they can build teamwork and collaboration as well as being an enjoyable event.</p> <p>Asking for ideas and feedback from employees is a good way to increase the likelihood of success, or giving options for people to choose between. It is also possible to build an element of cultural awareness into the activity, for example having an 'away day' in which teams are asked to create their own communication materials for the site that focus on specific elements of the company culture (e.g. <b>Values, Vision, etc.</b>).</p> <p>Alternatively there could be a focused 'culture day' at the site, with specific areas communicated and focused on, with activities built around them. It is important to consider how many people will be involved, and how they are selected, to ensure positive rather than negative issues in relation to reinforcement (<b>Reward</b>).</p> |
| <p><b>INTERNAL COACHING AND REVIEW</b></p>       | <p>An internal coaching and review scheme can help to build knowledge and skills, and facilitate career progression, amongst employees. If carefully developed, managed and evaluated, this can create benefits for both the coachee (<b>Training and Empowerment</b>) and also the coach in terms of their job satisfaction (<b>Reward</b>) and greater working relationships (<b>Co-ordination</b>). A regular element of review is necessary to help employees understand how they are progressing, and this should be something significantly more than just a brief appraisal, with genuine interaction and support. The coaches and reviewers should be recognized for the efforts, for example in the form of communication of their efforts or certification.</p> <p>The scheme should ideally link to other forms of appraisal and evaluation to ensure consistency, and also link with and clarify regular goals (<b>Targets</b>). If there is an existing coaching and / or review scheme in place, it might be beneficial to investigate how to enhance this, as well as to investigate how clearly food safety is included within it. As with most cultural improvement plans, it is important to consider how many people will be involved, and how they are selected, to ensure positive rather than negative issues in relation to reinforcement (<b>Reward</b>).</p>  |
| <p><b>RECOGNITION AND INCENTIVE SCHEMES</b></p>  | <p>To increase employee motivation and satisfaction, recognition or incentive schemes can be very valuable. If designed, implemented, communicated and evaluated carefully, they can reinforce positive behaviours and inspire others (<b>Reward</b>). By linking them to other cultural dimensions they can also increase the achievement of goals (<b>Targets</b>), reduce the level or error or repeated mistakes (<b>Learning</b>), and encourage people to work in the right way every time (<b>Consistency</b>).</p>   |

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| AREA   | GUIDANCE  |
|--|---|
| <p><b>RECOGNITION AND INCENTIVE SCHEMES (CONTINUED)</b></p>  | <p>To ensure reinforcement schemes are effective they must be perceived as fair. A scheme will only motivate those who perceive it to have been genuinely earned, with the potential for themselves to achieve equivalent recognition or reward for equivalently positive behavior. Reinforcement must also be consistently applied and in a timely manner (i.e. close to the event). If it is perceived to be inconsistent (i.e. applied some times and not others) its effect is reduced.</p> <p>Reinforcement does not have to be expensive, and praise, thanks and recognition of achievement can be highly effective when utilized effectively. The level of reward should be commensurate to the behavior / achievement that it is linked to for greatest benefit. For example, if there is a particularly challenging or difficult task, or someone identifies a major issue and raises / resolves it in time to prevent loss, a greater level of reward or recognition would be recommended.</p> <p>Managers using effective reinforcement schemes and / or enhancing how schemes work can highlight their management skill, fairness and relationships (<b>Control</b>).</p>   |
| <p><b>FOCUSED INTERNAL AUDIT</b></p>  | <p>Internal audit is generally carried out to review and improve elements of the food safety and quality management systems that are running, and is a requirement of certified external audits. Their success and value depends on how well they are managed, how much they are prioritized, and how well they are responded to. If internal audits are working effectively within the company, cultural dimensions can be integrated into them to build on their existing success. For example, audit findings could be used as a source of recognition or incentive (<b>Reward</b>), as the basis for focused workshops (<b>Training</b>) in relation to preventative action (<b>Learning</b>), or their links to short term goals (<b>Targets</b>) or longer term plans (<b>Vision</b> and <b>Strategy</b>) could be strengthened.</p> <p>If audits are not as effective as they could be, there is an opportunity to increase their utility. Using a multi-disciplinary and inter-hierarchical team approach in a positive and constructive manner can enhance working relationships, and if this works across departments it can create opportunities for greater collaboration (<b>Teamwork, Co-ordination</b>). Identifying clear leadership and management roles for the audit team (<b>Control</b>), providing additional resources where necessary (based on feedback), and communicating and rewarding any actions that take place (<b>Reward, Learning</b>) can all help to do this.</p> <p>If issues with consistency have been raised in the audit, this is an opportunity to assess working practices in a less formal setting than the annual external audit, and to identify what might be causing this in order to improve it (<b>Consistency</b>). It will also encourage employees to be 'audit ready' when they understand that internal teams will also be thoroughly checking that everything is in place, especially if these are focused and specific (based on areas that require improvement) rather than checking everything. Ensuing the audit process is two-way, with feedback and ideas from all employees involved and observed, can help to identify why there may sometimes be mistakes / errors or non-compliances.</p> <p>The whole process must be perceived to be fair and for the purposes of improvement rather than finding fault or attributing blame. Positive reinforcement works better than negative reinforcement in most situations (<b>Reward</b>), though a subtle combination of both may be required.</p> |

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| AREA   | GUIDANCE  |
|--|---|
| <p><b>SYSTEM ENHANCEMENT</b></p>                    | <p>Effective systems in place for food safety and quality drive standardized behaviours and the attainment of standards (<b>Consistency</b>), provide sufficient information for employees to take action when required (<b>Empowerment</b>), and are a core part of the implementation of company food safety plans (<b>Strategy, Targets</b>). Effective corrective action plans help a company with continual improvement (<b>Learning</b>), and clear, practical documents are an excellent basis for on-the-job training and competency assessment (<b>Training</b>). In this way, effectively enhancing or promoting certain elements of a management system can be a very useful focus for a cultural improvement plan (<b>Systems</b>).</p> <p>In particular, the clarity and practicality of documents and records can be an area for continual improvement, especially where documents and records are essential for safety (e.g. at CCPs). Using simple language, being careful to focus only on key messages, and reducing words with the use of images and photographs, can make them more likely to be followed. It is important to include end-users in the development of enhancements, as they will be the people that have to follow them.</p> <p>It also creates an opportunity for collaboration (<b>Co-ordination, Teamwork</b>). Reviewing the level of paperwork in place is an important on-going activity, as additional documents and records can be added over time without fully assessing the additional burden they create, or whether their addition is duplicating or conflicting with anything previously created. Wherever a document or record does not clearly add value, or takes more time than the perceived value it adds, it creates a negative impact on the system as a whole. Opportunities for synthesis and trimming should be investigated, again with the involvement and feedback of the end-user.</p> |
| <p><b>PREMISES, FACILITIES AND EQUIPMENT</b></p>  | <p>Improvements to the premises, facilities or equipment of a site can make a direct impact on food safety and quality by improving standards and reducing risk (<b>Premises</b>). In addition to this, it can also affect food safety and quality culture by enhancing motivation and pride in the site when compared to others (<b>Awareness</b>) and raising its profile as innovative (<b>Innovation</b>).</p> <p>When improvements are made it highlights that money is being invested in safety and quality (<b>Investment</b>) and shows that the company is committed to, and prioritises, food safety and quality (<b>Values and Foresight</b>).</p>   |
| <p><b>LEADERSHIP MESSAGES</b></p>                 | <p>If there are lower than desired scores in risk foresight or company values (<b>Foresight, Values</b>), it may be that a change is required in how leaders convey messages about the importance of food safety and quality. Employees in a company learn about what is most important, and where food safety and quality fit, by observing what the leaders of the company pay attention to.</p> <p>This can be in direct ways (what is formally monitored, rewarded / punished, invested in, and communicated on a regular basis) but also indirect ones (e.g. informal comments or reactions to events that show a pattern of underlying beliefs). It is important that leaders within the company are aware of how they communicate the priorities and values of the company, and are consistent in how they do this (both individually and as a group).</p>   |

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[enquiries@brcgs.com](mailto:enquiries@brcgs.com)

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