

Level 2 End-point Assessment for Instore Baker



ST0191

**Employer and Training
Provider Handbook**



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Document History

The Employer and Training Provider Handbook is subject to regular revision and is maintained and version controlled electronically.

The change log summarises changes to the document from January 2020 onwards. Previous changes were recorded separately and are held by the Quality Director.

Date	Section	Change

Section 1: Level 2 End-point Assessment for Baker (Retail In-Store) ST0191 Employer and Training Provider Handbook

This document is to give all parties guidance, support and a full understanding of the Level 2 Baker In-store Apprenticeship Standard EPA requirements.

This document should be read in conjunction with FDQ's assessment policies and procedures.

1.1 Apprentice readiness for EPA

Ideally, within 12 weeks prior to the EPA taking place, the training provider/employer or both in conjunction with the apprentice will agree that they have completed the requirements below and are ready for their practical assessment. This will confirm that the apprentice has met the core knowledge, skills and behaviours set out in the Level 2 Baker Apprenticeship Standard.

The training provider/employer will contact FDQ to request the EPA and it will be their responsibility to ensure the mandatory requirements set out below have been achieved prior to EPA taking place:

- Completed and certificated level 2 Diploma in Bakery
- Apprentices without level 2 English and maths must achieve Level 1 English and maths, and are required to provide evidence of attempted level 2 English and Maths e.g. record of attendance or registration.

The training provider should upload evidence of achievement of the above to FDQ Awards as part of the Gateway declaration.

1.2 Workplace / Venue Visit

- This will be conducted by the Independent Examiner (IE) and or Independent Quality Assurer (IQA) to introduce the service and meet all parties involved. This includes the employer, training provider and the apprentice, to assess and agree readiness of the apprentice for EPA
- A review will also be carried out to assess the suitability of the venue for EPA and that minimum requirements are met (see appendix 1)
- As the EPAO, FDQ must ensure that the apprentice is not disadvantaged in any way and is assessed in a fair, safe and robust environment. During the visit the employer and training provider will agree a suitable date and time with the IE and agree an outline of the days' events (see example in appendix 2)
- The employer/training provider will check the key terminology (see Section 1.17) to ensure that apprentices will be familiar with the terms, and if not,

alternative terminology provided, in order to ensure the assessment is contextualised to the business

- Apprentice guide to the EPA is available to the Apprentice and can be found on FDQ's management system FDQAwards

1.3 Fee and Payment Terms

FDQ is required to have a transactional agreement with the training provider for the EPA services that are commissioned for the apprentice. FDQ will act on behalf of the apprentice's employer and at the point of entering the Gateway the EPA fee will be discussed and agreed with all parties. FDQ has a fees policy for each of the Standards we offer.

When the apprentice has entered the Gateway and the EPA date is set, FDQ will issue a contract & payment schedule to the training provider who will sign and return within 10 days. An invoice will normally be issued to the training provider prior to appointed date of the EPA with a 30 day payment expectation.

In some standards an external quality assurance (EQA) fee will apply and this is clearly itemised in the invoice.

1.4 End-Point Assessment Day

The EPA comprises of three distinct components:

- A **Knowledge Test (KT)**, assessed through multiple choice questions. It will test the core knowledge and knowledge relating to one option as relevant to the apprentice's workplace: in-store
- An **Assessment Centre Observation (ACO)**, assessing core skills and behaviours at a designated EPA test centre. The apprentice should arrive at least 30 minutes prior to start time of the EPA. This will enable them to prepare themselves for the practical observation assessment, allowing preparation time for personal protective clothing to be put on and for any required tools and equipment to be obtained
- A **Workplace Observation and Interview (WOI)**, assessing core skills, skills relating to one option to include knowledge and behaviours

The example timetable will give an understanding of the day's events and running order.

This will ensure the apprentice has a full understanding of what will take place during the EPA. The arrival and departure times are for guidance only. There may be some changes to the timing due to shift/schedule patterns etc., this will be agreed with the IE during the initial visit. Additionally, the KT may be scheduled on a day prior to the main EPA components (**see appendix 2**).

1.5 Assessment Methods

EPA Assessment Method	Key
Knowledge Test – multiple choice	KT
Assessment Centre Observation	ACO
Workplace Observation & Interview	WOI

CS= Core skill

ISS = In-Store pathway skill

CK = Core knowledge

ISK = In-Store pathway knowledge

Standard Ref	Core Knowledge to be assessed	Assessment Method		
		KT	ACO	WOI
CK1	The history of bread making: the size and structure of the bakery sector; how and why production methods have evolved.	•		
CK2	Theories of baking.	•		
CK3	Basic recipe formulation.	•		
CK4	The methods and processes used in bakery, both by hand and using equipment, including: weighing, mixing, proving, dividing, shaping, scaling, blocking, baking, cooling and finishing for a range of bakery products.	•		
CK5	How to use different types of equipment, including mixers and ovens.	•		•
CK6	How to use knives safely including correct use and application	•		•
CK7	Ingredients used in bakery: how to store, handle and transport the main ingredients used in baking such as flour, yeast, salt, sugar, fats, improvers, water, eggs.	•		
CK8	Principles of ingredients: including their origins, properties: purposes and uses; grades and quality; and how they interact.	•		

CK9	Principles of making dough: including changes in physical properties during processing, types of dough for different products.	•		
CK10	Finished baked products: how to source, store, handle, package, label and transport types of finished baked products.	•		
CK11	The importance of minimising waste and maximising product yield and profit, including pricing and costing.	•		
CK12	How to deal with waste products and the importance of recycling to a bakery business.	•		•
CK13	Legislation and regulations in the food industry, including: health and safety, food safety, allergens, hygiene, cleaning, labelling, and environmental.	•		
CK14	The impact of consumer trends and requirements on the baking industry.	•		
CK15	How to fry off products and use hotplates.	•		
CK16	How to use problem solving skills to find root cause of faults.	•		
CK17	Innovation and New Product Development (NPD) benefit bakery.	•		
CK18	How to use and apply quality assurance and monitoring processes.	•		
ISK20	Understand how and manage stock in an in-store environment	•		
ISK21	Understand and use packaging in an in-store environment.	•		
CS1	Produce a loaf by hand with no mechanical aids – using only flour, salt, water and yeast.		•	
CS2	Produce bread and cake products to specification, using both manual baking processes and mechanical processes.		•	
CS3	Produce a range of pastries to specification, including sweet and savoury.		•	

CS4	Produce a range of enriched doughs to specification.		•	
CS5	Finish bakery products to specification.		•	
CS6	Source, handle and store ingredients and finished goods.			•
CS7	Use knives, equipment and machinery.			•
CS8	Comply with legislation, regulations and organisational requirements for health and safety, food safety and hygiene.			•
CS9	Maintain quality by carrying out product sampling and testing against organisational and customer specifications.			•
CS10	Communicate effectively with colleagues, suppliers and customer.			•
CS11	Work as part of a team and individually in a commercial baking environment.			•
CS12	Use problem solving skills to find root cause of faults.			•
CS13	Manage own time effectively to meet production schedules.			•
ISS18	Provide excellent service to meet requirements of customers in store.			•
ISS19	Check, rotate and replenish stock in the bakery area of the store.			•
ISS20	Process part-bake goods ready for sale.			•
ISS21	Finish a range of products ready for sale.			•
B1	Safe working: ensures safety of self and others, food safe, addresses safety issues and concerns.			•
B2	Ownership of work: accepts responsibility and is proactive.			•
B3	Pride in work: integrity, aims for excellence, punctual and reliable.			•

B4	Self-development: seeks learning and development opportunities.			•
B5	Integrity and respect: for all colleagues.			•
B6	Working in a team: builds good relationships with others.			•
B7	Problem solving: identifies and participates in problem solving.			•
B8	Responsiveness to change: flexibility to changing environments and demands.			•
B9	Company/industry perspective: desire to learn about own company and food industry, acts as an ambassador.			•
B10	Effective communication: with others, listens effectively, receives feedback.			•

1.6 Knowledge Test (KT)

The KT contributes 20% of the overall apprenticeship grade.

- The Knowledge Test assesses the underpinning knowledge and understanding of the apprentice through 60 multiple choice questions, one point is allocated to each question.
- There will be 40 questions on core knowledge and 20 questions on knowledge relating to one option, as appropriate to the apprentice's workplace.
- The KT will be administered as a paper or on-screen test, this will be agreed with the employer/training provider at the initial meeting.

Particular emphasis will be placed on the following knowledge:

- The methods and processes used in bakery, both by hand and using equipment, including: weighing, mixing, proving, dividing, shaping, scaling, blocking, baking, cooling and finishing for a range of bakery products
- How to use different types of equipment, including mixers and ovens
- Ingredients used in bakery: how to store, handle and transport the main ingredients used in baking such as flour, yeast, salt, sugar, fats, improvers, water, eggs
- Principles of ingredients: including their origins, properties: purposes and uses; grades and quality; and how they interact

- Principles of making dough: including changes in physical properties during processing, types of dough for different products
- The importance of minimising waste and maximising product yield and profit, including pricing and costing
- How to deal with waste products and the importance of recycling to a bakery business
- Legislation and regulations in the food industry, including: health and safety, food safety, allergens, hygiene, cleaning, labelling, and environmental
- How to fry off products and use hotplates
- How to use problem solving skills to find root cause of faults.

If there are two or more apprentices attending the test they may sit the exam as a group which will also take place under normal exam conditions.

The assessment will be undertaken under controlled conditions with a 90 minute time limit.

FDQ recommend that if the apprentice completes the KT well within the mandatory 90 minutes then they should read through their test paper to ensure they agree with the answers that they have given.

On completion of the KT papers or devices will be collected, secured and marked at a later date. The outcome of the KT will generate a fail, pass, merit or distinction grade.

Time

90 minutes are allowed to complete the test.

Number of Questions

Number of questions in the test: 60 MCQs

Venue

The KT will be taken at the appropriate assessment centre, in a quiet area free from distractions that complies with FDQ's policies.

Assessment Specification

This is the test specification for the knowledge test component of the EPA.

The test specification will help centres and tutors to prepare their apprentices for the EPA knowledge test.

The specification shows the total number of questions for each learning outcome in the Baker Apprenticeship Standard.

- 60 questions, 40 core and 20 instore, 90 minutes, 1 mark allocated to each question.

The table below provides expanded guidance on the subjects/topics that may be tested for each range statement. This is indicative guidance providing examples of topics to be tested.

Standard Ref	Knowledge Statement	Range		No of MCQ's	Total No of MCQ's
CK1	The history of bread making: the size and structure of the bakery sector; how and why production methods have evolved.	1.1	The current size and structure of the bakery sector in the UK; the origins of bread making and how and why bakery production methods have evolved	1	1
CK2	Theories of baking	2.1	Principles of making dough, the basic ingredients required to make bread and the steps involved and techniques used in making fermented dough by hand	1	1
		2.2	The chemical components of flour and the enzymes involved in bread making		
		2.3	The conditions required for effective dough development		
CK3	Basic recipe formulation	3.1	Ratios of ingredients for basic bread, pastry and cake products	1	1
		3.2	Ingredient quantities as percentages of total product and scale up recipes for a range of batch sizes		
CK4	The methods and processes used in bakery, both by hand and using equipment, including: weighing, mixing, proving, dividing,	4.1	The method, processes and techniques used in bakery, both by hand and using equipment.	1	4
		4.2	Weighing, measuring and mixing of ingredients for making dough products in craft bakery	1	
		4.3	Dividing, scaling, shaping, moulding and blocking of a range of bakery products	1	

	shaping, scaling, blocking, baking, cooling and finishing for a range of bakery products	4.5	Using tins and trays, baking, cooling and finishing a range of bakery products	1	
CK5	How to use different types of equipment, including mixers and ovens.	5.1	Functional parts of spiral and planetary mixers and the standard operating procedure for spiral and planetary mixers	2	2
		5.2	Different types of ovens used in bakery, their functions and the standard operating procedure for using ovens		
		5.3	Different types of size reduction and pastry handling equipment used in bakery and the standard operating procedure for using them		
CK6	How to use knives safely including correct use and application.	6.1	Different uses of knives in bakery processes; the correct grip for knife use in a bakery and how this reduces injury	1	1
		6.2	The importance of the free hand when using knives in bakery; the consequences and costs of poor knife usage in terms of safety, food hygiene and profitability		
CK7	Ingredients used in bakery: how to store, handle and transport the main ingredients used in baking such as flour, yeast, salt, sugar, fats, improvers, water, eggs.	7.1	Storage of the main ingredients used in baking	3	5
		7.2	How to handle and transport the main ingredients used in baking	2	
CK8	Principles of ingredients: including their origins,	8.1	Principles of ingredients: the origins of ingredients used in bread making and flour-based confectionery	1	3

	properties: purposes and uses; grades and quality; and how they interact.	8.2	The properties and grades of ingredients used in bread making and flour-based confectionery	1	
		8.3	Interactions of ingredients in bread making and flour-based confectionery	1	
CK9	Principles of making dough: including changes in physical properties during processing, types of dough for different products.	9.1	The physical changes that take place in fermented dough during mixing and kneading	1	4
		9.2	The physical changes that take place during proving and retarding	1	
		9.3	The different types of fermented dough used for a range of products	1	
		9.4	The physical changes in baked goods that take place during the baking process	1	
CK10	Finished baked products: how to source, store, handle, package, label and transport types of finished baked products.	10.1	Coding and labelling information required to comply with legislation and the purposes and advantages of different types of packaging and labelling equipment	1	2
		10.2	Correct storage of finished products; packaging and dispatching finished products	1	
CK11	The importance of minimising waste and maximising product yield and profit, including pricing and costing.	11.1	The terms 'yield' and 'wastage' and the importance of achieving yield and waste targets; minimising wastage of consumable items and other materials	2	2
		11.2	Calculating wastage of a bakery process; how to calculate a product cost using ingredient costs and yield		
CK12	How to deal with waste products and the importance of recycling to a bakery business.	12.1	Recycling re-usable materials according to operational requirements	1	1
		12.2	Handling waste produced in bakery processes		

CK13	Legislation and regulations in the food industry, including: health and safety, food safety, allergens, hygiene, cleaning, labelling and environmental.	13.1	Health and safety law that apply to all food manufacturers and the bakery industry. The importance of considering health and safety precautions when planning tasks	2	5
		13.2	The legal food safety responsibilities of food operatives and food business operators; the importance of food safety procedures; pest control		
		13.5	Avoidance of cross-contamination of food; food poisoning illness and allergic reactions		
		13.7	Food labelling regulations in relation to ingredient lists, allergens and nutrition labelling. The difference between 'best before' dates and 'use by' dates		
		13.8	Key environmental regulations that apply to the bakery industry and the types of environmental damage that may occur from the bakery industry		
CK14	The impact of consumer trends and requirements on the bakery industry.	14.1	The key consumer trends in the bakery market and how they influence the market	1	1
		14.2	Current products meeting the needs of bakery consumers; the steps involved in identifying opportunities for new bakery products		
CK15	How to fry off products and use hotplates.	15.1	Choose the correct settings and ventilation for frying and using hot plates; the importance of following instructions and specifications when cooking dough products in fryer or on hot plates	1	2
		15.2	The importance of using the correct oil in fryers and the meaning of the terms: slip point, smoke point and flash point	1	
CK16	How to use problem solving	16.1	The importance of identifying faults or problems in bakery	2	3

	skills to find root cause of faults.		operations quickly; identifying common bakery product faults		
		16.2	Common ingredient and equipment problems that occur in bakery manufacturing and how to overcome them		
		16.3	Assess the impact of processing problems and checking problems in a safe and cost-effective manner, with minimum delay or wastage	1	
		16.4	Contribute ideas for potential solutions to problems and communicate problems and solutions to the relevant person, following company procedures		
In-store knowledge option					
CK17	Innovation and New Product Development (NPD) benefit bakery.	17.1	The importance of innovation to the bakery sector and examples of innovation in product, technology and services in the bakery sector	1	1
		17.2	The meaning of 'product life cycle' and why existing products need to be redeveloped		
CK18	How to use and apply quality assurance and monitoring processes.	18.1	The term 'quality assurance' and the importance of carrying out quality assurance checks	1	1
		18.2	Quality assurance procedures used in bakery processes; the procedures to deal with non-conformance against the required quality standards; the limits of own authority when reporting quality checks		
In-store knowledge option					
ISK20	Understand how and manage stock in an in-store environment.	20.1	Follow a production planning sheet for processing bakery goods and the process for managing stock levels and rotating products within the bakery	5	10
		20.2	The process for replenishing stock to ensure availability of product and the procedure for handling out-of-date and damaged products	5	

ISK21	Understand and use packaging in an in-store environment.	21.1	The different wrapping and packaging materials used in an in-store bakery and why different types of packaging are used for different products	5	10
		21.2	The use of packaging and labelling equipment in an in-store bakery and the legal requirements for labelling in-store bakery products. The key difference between Best Before and Use By dates	5	
Total number of questions					60

Grading Criteria and Marks

The KT will be graded fail, pass, merit or distinction.

Grading Boundaries

Baker KT test grading criteria			
Fail	Pass	Merit	Distinction
Scored 39 or less	Scored between 40 and 50	Scored between 51 and 55	Scored between 56 and 60

Sample Questions

A number of sample multiple choice questions can be found below. It will be of benefit to the apprentice to practise answering this type of question before the KT test. Each question has just **one** correct answer. FDQ maintains a large bank of multiple choice items or questions that are randomly selected to create individual tests. The KT will cover all aspects of the bakery work environment. It will also cover health and safety, food safety, product quality, good manufacturing practice, standard operating procedures, continuous improvement, and working relationships (see section 1.4 for full list of knowledge, skills and behaviours assessed).

Example Questions

Question 1

Which one of the following has a Workplace Exposure Limit assigned to it in a bakery?

- Heat
- Flour Dust
- Mould
- Strong Flour

Answer – b. Flour Dust

Question 2

Which of the following is added to flour by UK law?

- a. Iron
- b. Sodium
- c. Magnesium
- d. Zinc

Answer - a. Iron

Question 3

Why should protective clothing be worn in a bakery?

- a. It keeps personal clothing clean
- b. To present a good company image.
- c. It washes well at low temperatures
- d. To protect the food product from contamination.

Answer - d. To protect the food product from contamination.

Question 4

State the main reason for using strong flour in bread making.

- a. Protein content
- b. Vitamin content
- c. Mineral content
- d. Fat content

Answer - a. Protein content

Question 5

Which is the best type of waste bin used in a bakery

- a. A refuse sack
- b. A push button lid
- c. Open bin for easy access
- d. Foot operated bin with lid

Answer - d. Foot operated bin with lid

1.7 Assessment Centre Observation (ACO)

The Assessment Centre Observation carries a weighting of 35% within the overall apprenticeship grade.

- The Independent Examiner (IE) will plan the observation in conjunction with the apprentice and employer.

- The Independent Examiner (IE) will carry out the ACO at the agreed and approved EPA test centre. This may be a workplace, college or training provider site and the IE will also use the assessment tools and procedures that are set by the EPAO to record the observation.
- Not assess more than 6 candidates at any one time during the assessment period.
- The apprentice will be expected to bring their own personal protective clothing that meets industry standards and product presentation materials if the EPA is not held at their normal place of work.

The following activities will be assessed in the ACO. The apprentice will be assessed on tidying, cleaning and maintaining the work environment both during the activities and at the end of their test. They must complete the other activities in the following order:

- awareness of safety and regulatory practices
- prepare the work area and the necessary equipment for production activities
- plan and organise the preparation and methodology of working
- weigh out ingredients
- mix ingredients
- use of utensils and equipment according to product specification
- ability to produce bread and cake or pastry products to specification
- ability to finish bakery products to specifications
- ability to adhere to legislative regulations that apply in the industry

Before the practical test starts, (see appendix 2) they will be given 10 minutes to select and put on the correct personal protective clothing.

Time

The apprentice will have a maximum period of one day, up to 7 hours to complete both activities in the test.

Venue

The assessment must be taken at an approved EPA test centre under FDQ's assessment conditions.

Tools / Equipment and Materials

The EPA test centre must provide all of the tools and equipment required for the practical test, the ingredients will be provided by the employer. Apprentices to use their own protective clothing and hat and they may use their own equipment during the test.

A suitable work area must be provided with the following tools and equipment required for this assessment and must be available 10 minutes before the assessment starts:

Raw materials for Assessment Centre Observation		
Large Equipment	Ovens Prover Fryer	Refrigerator Mixer / Attachments
Small Equipment / Utensils	Appropriate oven trays Appropriate tins, patty tins, sponge tins, loaf tins Mixing Bowls, bevelled Weighing Scales Weighing containers Cooling wires Measuring Jugs Rolling Pin Cake Cases Pastry brushes Palette knife Wooden spoons	Utensils, spoons / fork / knife Cutting / chopping knives Scotch scrapers / plastic scrapers Whisk Sieve Piping bags Nozzles Measuring tape / ruler Timer / clock / alarm Silicone / greaseproof paper Cling film Marker pen Scissors
Finishing Products	Decorative mediums	
Apprentice to provide	Personal white protective clothing that meets industry standards Hat / hairnet and appropriate flat footwear	Appropriate trays/ baskets / receptacles for presenting products Waste disposal bags

The independent examiner will assess the apprentices' competence at undertaking the following core skill:

- **Produce a loaf of bread by hand with no mechanical aids – using only flour, salt, water and yeast**

The apprentice will also be assessed on **one** of the following three tasks during the practical observation. They will not have prior knowledge on which of these three will be assessed.

- **Produce a cake/sponge product to specification using the manual or mechanical processes**

- **Produce a pastry product to specification, using the manual or mechanical process including sweet or savoury**
- **Produce an enriched dough to specification, using the manual or mechanical process**

The apprentice will also be assessed against the following core skill from within the standard

- **Finish bakery products to specification**

Assessment Specification

The instructions below will be given to the apprentice prior to the EPA

- The apprentice will be asked to complete 6 activities
- Activity 1, 2 and 6 will remain the same for each apprentice
- Tasks for activities 3, 4 and 5 will be randomly chosen by FDQ EPAO, individual to each apprentice; typical examples of the activities are detailed below
- Tasks are not listed in any particular order, it is for the apprentice to decide on the order of work.
- **FDQ will provide standard recipes for each of the products to be assessed within the ACO**

Baker Assessment Centre Observation test specification	
Activity 1	1. The apprentice will ensure the work environment; tools and equipment are clean and tidy both during the activities and at the end of the observation to ensure hygiene standards are maintained 2. Follow health and safety procedures and ensure the correct use of protective clothing 3. Plan and organise preparation and methodology of the working area and practical activity
Activity 2	The apprentice will select and prepare the necessary equipment for the production of a loaf of bread by hand with no mechanical aids. The apprentice will produce the loaf of bread to specification as directed in the test.
Activity 3	The apprentice will select and prepare the necessary equipment according to the product being produced (cake, pastry or enriched product) and in line with specification
Activity 4	The apprentice will select and weigh out ingredients according to the product recipe and mix ingredients in line with product specification

Activity 5	The apprentice will produce the cake, sponge, pastry or enriched dough product to specification as directed in the test using both manual and / or mechanical baking processes according to the specification
Activity 6	The apprentice will finish the cake / sponge / pastry or enriched dough bakery products to specification and present and display items produced in line with industry requirements

Grading Criteria and Marks

The ACO will be graded fail, pass, merit or distinction.

Skills Statement	Acceptable achievement	Outstanding achievement
Apprentices will be assessed against one of the following skill statement:		
Produce a loaf by hand with no mechanical aids – using only flour, salt, water and yeast.	<p>(10) Marks available</p> <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) • Ferment appropriately (1) • Divide and mould (1) • Prove appropriately (1) • Bake (1) • Finish product presentation (2) • Work safely and hygienically (1) 	<p>(20) Marks available</p> <ul style="list-style-type: none"> • Plan and organise the preparation and methodology of working (2) • Measure dough temperature and check consistency of dough (2) • Handle dough to maximise the quality of the loaf (2) • Cover the dough once it has been divided (2) • Ensure mould is smooth, has an even shape with a seam on the base (2) • Check the degree of proving (2) • Score/dress the loaf in an attractive manner, put steam in the oven and bake (2) • Display high degree of care of the finished product (4) • Clean as you go (2)

Skills Statement	Acceptable achievement	Outstanding achievement		
Apprentices will be assessed against one of the following skill statement:				
Produce a cake / sponge product to specification, using manual and or mechanical processes.	(10) Marks available <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) 		(20) Marks available <ul style="list-style-type: none"> • Plan and organise the preparation and methodology of working (4) • Handle batter to maximise the quality of the cake product (2) 	
	Cake with Fat, e.g. cupcake <ul style="list-style-type: none"> • Deposit or pipe (1) • Bake and cool product (1) • Finish product presentation (4) • Work safely and hygienically (1) 	Sponge without Fat, e.g. Swiss Roll <ul style="list-style-type: none"> • Deposit or pipe (1) • Bake and cool product (1) • Finish product presentation (4) • Work safely and hygienically (1) 	Cake with Fat, e.g. cupcake <ul style="list-style-type: none"> • Consistently hand deposit or pipe (2) • Check the product is baked using appropriate methods, take temperature of product to ensure readiness for finishing (2) • Demonstrate attention to detail and creativity when finishing, display high degree of care of the finished product (8) • Clean as you go (2) 	Sponge without Fat, e.g. Swiss Roll <ul style="list-style-type: none"> • Consistently hand deposit or pipe (2) • Check the product is baked using appropriate methods, take temperature of product to ensure readiness for finishing (2) • Demonstrate attention to detail and creativity when finishing, display high degree of care of the finished product (8) • Clean as you go (2)

Skills Statement	Acceptable achievement		Outstanding achievement	
Apprentices will be assessed against one of the following skill statement:				
Produce pastry to specification, including sweet OR savoury. The assessment will cover producing puff pastry, using manual or mechanical processes, (either sweet or savoury) OR shortcrust pastry (either sweet or savoury)	(10) Marks available <ul style="list-style-type: none"> Prepare necessary equipment (1) Weigh out ingredients (1) Mix ingredients (1) 		(20) Marks available <ul style="list-style-type: none"> Planned and organised preparation and methodology of working (6) 	
	Puff Pastry <ul style="list-style-type: none"> Prepare fat (1) Prepare pastry, laminate (1) Sheet and cut (1) Pre-bake preparation (1) Bake (1) Finish product presentation (1) Work safely and hygienically (1) 	Shortcrust Pastry <ul style="list-style-type: none"> Pin pastry (1) Cut pastry (1) Prepare pastry for filling, fill pastry (2) Bake (1) Finish product presentation (1) Work safely and hygienically (1) 	Puff Pastry <ul style="list-style-type: none"> Prepare fat, temperature and plasticity (2) Laminate in a way that maximises the quality of the product (including resting) (2) Sheet and cut consistently (2) Demonstrates attention to detail and creativity in pre-bake preparation (2) Ensure evenness of baking (2) Demonstrates attention to detail and creativity in post-bake finishing (2) Clean as you go (2) 	Shortcrust Pastry <ul style="list-style-type: none"> Condition pastry ready for pinning, pin evenly without using excessive flour (2) Use of rework, minimise waste during cutting (2) Demonstrate attention to detail at filling stage (4) Even baking with no filling boil-out (2) Demonstrate attention to detail and creativity for post-bake finishing (2) Clean as you go (2)

Skills Statement	Acceptable achievement	Outstanding achievement	
Apprentices will be assessed against one of the following skill statements:			
Produce an enriched dough to specification. The assessment will cover producing croissants OR bun dough, using manual or mechanical processes	(10) Possible marks <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) 	(20) Possible marks <ul style="list-style-type: none"> • Planned and organised preparation and methodology of working (6) 	
	Croissants <ul style="list-style-type: none"> • Prepare fat and dough (1) • Laminate (1) • Sheet, cut and curl (1) • Prove appropriately (1) • Glaze and bake (1) • Finish product presentation (1) • Work safely and hygienically (1) 	Bun Dough <ul style="list-style-type: none"> • Ferment appropriately (1) • Divide and mould (1) • Prove appropriately (1) • Bake (1) • Finish product presentation (2) • Work safely and hygienically (1) 	Croissants <ul style="list-style-type: none"> • Prepare fat, temperature and plasticity (2) • Laminate in a way that maximises the quality of the product (including resting) (2) • Sheet, cut and curl consistently (2) • Check the degree of proving (2) • Ensure evenness of baking (2) • Demonstrates attention to detail and creativity in post-bake finishing (2) • Clean as you go (2)

				<ul style="list-style-type: none">• Clean as you (2)
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Grading Boundaries

Grading criteria for the Assessment Centre Observation (ACO)			
Fail	Pass	Merit	Distinction
19 Pass points or less	20 Pass points and up to 30 Outstanding points	20 Pass points and 31-36 Outstanding points	20 Pass points and 37-40 Outstanding points

The IE will forward a provisional result to FDQ within 5 working days of the assessment to enable moderation.

The ACO will be assessed as being either acceptable or outstanding. All of the acceptable criteria need to be achieved in order to gain a pass. Outstanding marks will then determine whether a merit or distinction is achieved for this component

The IE will take photographs at key points throughout the practical skills assessment, this is to aid and support in the grading of the assessment decision.

Photographs will be used for moderation purposes only and will **not be shared** with other parties.

1.8 Workplace Observation and Interview (WOI)

The workplace observation and interview carries a weighting of 45% within the overall apprenticeship grade.

The Independent Examiner (IE) will carry out the WOI within the workplace. It will:

- Be scheduled when the apprentice will be working in their normal place of work
- Be conducted at a time which reflects typical working conditions
- Allows the apprentice to demonstrate all aspects of the standard being observed
- Take a synoptic approach to observing the overall competence

Before the workplace practical observation starts, (see appendix 2) they will be given 10 minutes to select and put on the correct personal protective clothing.

Time

Within the in-store option, the observation and interview will be 4 hours. The interview will be no more than 45 minutes duration.

Venue

The assessment must be taken at an approved EPA test centre under FDQ's assessment conditions. It is vitally important that the employer:

- informs the relevant production managers and personnel that assessments are to be carried out
- ensures the apprentice is available and relieved from normal duties for the duration of the observation
- ensures that protective clothing is available, processing equipment and the necessary ingredients are available
- ensures that the assessment is not interrupted
- provides a quiet area for the interview immediately after the observation.

Tools / Equipment and Materials

The EPA test centre must provide all of the tools and equipment required for the practical observation, the ingredients will be provided by the employer

A suitable work area and the relevant equipment for the activity must be provided for this assessment and must be available 10 minutes before the assessment starts.

Raw materials for Workplace Observation and Interview		
Large Equipment	Ovens Prover Fryer	Refrigerator Mixer / Attachments
Small Equipment / Utensils	Appropriate oven trays Appropriate tins, patty tins, sponge tins, loaf tins Mixing Bowls, bevelled Weighing Scales Weighing containers Cooling wires Measuring Jugs Rolling Pin Cake Cases Pastry brushes Palette knife Wooden spoons	Utensils, spoons / fork / knife Cutting / chopping knives Scotch scrapers / plastic scrapers Whisk Sieve Piping bags Nozzles Measuring tape / ruler Timer / clock / alarm Silicone / greaseproof paper Cling film Marker pen Scissors
Finishing Products	Decorative mediums	

Apprentice to provide	Personal white protective clothing that meets industry standards Hat / hairnet and appropriate flat footwear	Appropriate trays/ baskets / receptacles for presenting products Waste disposal bags
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Assessment Specification

The following activities will be assessed in the observation. The apprentice will be assessed on adhering to hygiene, health and standards and maintaining the work environment both during the activities and at the end of the observation.

In-Store

- Provide excellent service to meet requirements of customers in store
- Check, rotate and replenish stock in the bakery area of the store
- Process part-bake goods ready for sale
- Finish a range of products ready for sale

Core Skills

- Use knives, equipment and machinery
- Comply with legislation, regulations and organisational requirements for health and safety, food safety and hygiene
- Source, handle and store ingredients and finished goods
- Maintain quality by carrying out product sampling and testing against organisational and customer specifications

Core Knowledge

- How to use different types of equipment, including mixers and ovens
- How to use knives safely including correct use and application
- How to deal with waste products and the importance of recycling to a bakery business

Behaviours

- Safe Working: ensures safety of self and others, food safe, addresses safety issues and concerns
- Ownership of work: accepts responsibility and is proactive
- Pride in work: integrity, aims for excellence, punctual and reliable
- Self-development: seeks learning and development opportunities
- Integrity and respect: for all colleagues

- Working in a team: builds good relationships with others
- Problem solving: participates in problem solving
- Responsiveness to change: flexibility to changing working environment and demands
- Company/industry perspective: desire to learn about the company and food industry, acts as an ambassador
- Effective Communication: with others, listens effectively, receives feedback

The instructions below will be given to the apprentice prior to the EPA

- The apprentice will be asked to complete 6 activities
- Tasks are not listed in any particular order, it is for the apprentice to decide on the order of work.

Apprentice instructions:	
<p>Activity 1</p> <p>Cleaning, tidying and maintaining the work environment</p> <p>Demonstrating core skills, knowledge and behaviors as detailed</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • ensure the work environment; tools and equipment are clean and tidy both during the activities and at the end of the observation to ensure hygiene standards are maintained • follow health and safety procedures and ensure the correct use of protective clothing • plan and organise preparation and methodology of the working area and practical activity
<p>Activity 2</p> <p>Provide excellent service to meet requirements of customers in store</p> <p>Demonstrating core skills, knowledge and behaviors as detailed</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • demonstrate skills in the delivery of service • care and engagement with customers • handling products correctly when replenishing and packing • demonstrate the correct labeling techniques • carries out customer service in line with company requirements • demonstrates safe working methods • working within the legal guidelines
<p>Activity 3</p> <p>Check, rotate and replenish stock in the bakery area of the store</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • recognises and deal with 'out of date' products • identify, rotate and code check products • move products that are 'out of date' to the designated area

<p>Demonstrating core skills, knowledge and behaviours as detailed</p>	<ul style="list-style-type: none"> • replenish goods to merchandising standards and within company requirements
<p>Activity 4</p> <p>Process part-bake goods ready for sale</p> <p>Demonstrating core skills, knowledge and behaviours as detailed</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • follow company guidelines to prepare and bake the products • wear and using the correct PPE, including wearing oven gloves to load and unload the oven • identify the stock required, controlling the stock and handling the products to be baked correctly • identify the correct trays and the products to be placed on each • ensure the correct oven temperature and time setting is used • handle ambient and frozen products in line with company requirements making sure that any remaining products are resealed and stored correctly • setting of the oven for the correct product in line with company requirements
<p>Activity 5</p> <p>Finish a range of products ready for sale</p> <p>Demonstrating core skills, knowledge and behaviours as detailed</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • prepare necessary equipment • source product to be finished and any relevant ingredients • display onto clean trays with correct labelling/pricing • produce the finished product to company standards • demonstrate clean as you go and safe any hygienic practices
<p>Activity 6</p> <p>Questioning will be conducted in a 'controlled environment' i.e. a quiet room</p> <p>The interview will be no longer than 45 minutes duration</p>	<ul style="list-style-type: none"> • Questioning to cover any skills, knowledge and behaviours from the list detailed that have not been covered during the observation and questioning • Questions will be taken from a question item bank
<ul style="list-style-type: none"> • The interview will be audio-recorded and will be used to validate evidence and confirm grade. • The recording will only be used for moderation purposes and not shared with any other parties. 	

End of test

Observation and Interview – In-Store Skills	Acceptable achievement (40)	Outstanding achievement (80)
Provide excellent service to meet requirements of customers in store	<p>(10) Marks available</p> <ul style="list-style-type: none"> • Prompt attention and delivery of service (2) • Show we care (1) • Engage with the customer (1) • Handling the products with great care when replenishing or packing (1) • Placing the correct labels in the correct position on the product (1) • Deliver customer service in line with service principals (1) • Working safely at all times(2) • Work within legal guidelines (1) 	<p>(20) Marks available</p> <ul style="list-style-type: none"> • Offer great service by knowing the full range we offer in the bakery (4) • Show the passion for the bakery demonstrating excellent communication skills (2) • Proactively engaging with the customer, supporting buying decisions and feeding back any issues (2) • Quality checking all products before replenishing by following all merchandising guidelines (2) • Handling the products with great care when replenishing or packing (2) • Placing the correct label in the correct position on the product creating uniformity at commercial speed (2) • Deliver customer service in line with service principals and confidently engaging with the customer (2) • Demonstrate working safely following Standard Working Practices and challenging poor behaviour (2) • Work within legal guidelines and challenging poor behaviour (2)
Check, rotate and replenish stock in the bakery area of the store	<p>(10) Marks available</p> <ul style="list-style-type: none"> • Do not display or sell food that is “out of date”, poor quality or without date code (2) • Rotate and code check products (3) 	<p>(20) Marks available</p> <ul style="list-style-type: none"> • When checking and replenishing stock isolate and report on any products that are identified as “out of date” (4)

	<ul style="list-style-type: none"> • Move products that are out of date to the designated area (2) • Replenish goods to merchandising standards (3) 	<ul style="list-style-type: none"> • Rotate and code check products by making sure the product with the shortest date is at the front of the display and products are replenished in date order and maintaining any due diligence records (6) • Move products that are out of date to the designated area escalating to the right channels (4) • Cleaning the work area before beginning replenishment, prioritising replenishment against sales activity (6)
<p>Process part-bake goods ready for sale</p>	<p>(10) Marks available</p> <ul style="list-style-type: none"> • Follow your company guidelines to prepare and bake the product (2) • Wearing and using the correct PPE, including wearing oven gloves to load and unload the oven (2) • Identifying the stock required, controlling the stock and handling the products to be baked correctly (1) • Identifying the correct trays and the products to be placed on each (1) • Ensure correct oven temperature and time setting is used (1) • Handling of ambient and frozen products making sure that any remaining products are resealed and stored correctly (2) • Set the oven for the correct product (1) 	<p>(20) Marks available</p> <ul style="list-style-type: none"> • Plan and organise the preparation and methodology of working (4) • Always using the correct, clean PPE, checking for damage before use always wearing oven gloves to load and unload the oven (4) • Identifying the stock required from the production plan, reporting any shortages, proactively checking current availability. Controlling the stock and handling the products to be baked in line with company and manufacturer guidelines (2) • Organise and isolate the correct racks and trays confidently communicating to others in the department. (2) • Follow company/manufacturers guidelines placing the correct quantity of items on each tray to ensure an even bake (2) • Check the correct oven settings have been selected and shows the correct baking times for

		<p>products in line with company/mmanufacturer guidelines (2)</p> <ul style="list-style-type: none"> • Ensure correct temperature of the oven has been reached before placing products into the oven, always use timers (2) • Once bake is complete ensure products are placed in the appropriate cooling area before packing (2)
Finish a range of products ready for sale	<p>(10) Marks available</p> <ul style="list-style-type: none"> • Prepare necessary equipment (2) • Source product to be finished and any relevant ingredients (2) • Display onto clean trays with correct labelling/pricing (2) • Produce the finished product to company standards (2) • Demonstrate clean as you go (2) 	<p>(20) Marks available</p> <ul style="list-style-type: none"> • Ensure all equipment is available, clean, safe and in working order (4) • Plan and organise the preparation and methodology of working, handle finishing ingredients with care to maximise the quality of the finished product (4) • Demonstrate even, consistent range of skills and at commercial speed (4) • Consistently follow Company guidelines for amount of finishing products to be placed onto the product (4) • Ensure correct PPE is worn and working environment is safe following clean as you go at all times using the correct cleaning materials as per company guidelines (4)
Maximum Points Available	40	80

Observation and Interview – Core Skills, Knowledge and Behaviours	Acceptable achievement (60)	Outstanding achievement (120)
Use knives, equipment and machinery How to use different types of equipment, including mixers and ovens How to use knives safely including correct use and application	(5) Marks available Uses and can explain how to use correct knives/equipment/machinery for the job in hand	(10) Marks available Displays understanding of, and can demonstrate outstanding use of, the correct knives/equipment/machinery; e.g. checks sharpness of knives, leaves idle equipment in a safe and clean condition, safe use of machinery guards, etc.
Comply with legislation, regulations and organisational requirements for health and safety, food safety and hygiene How to deal with waste products and the importance of recycling to a bakery business	(5) Marks available Works in a safe and hygienic manner: washes hands, has correct uniform including hat/beard snood, no jewellery, strong perfume/aftershave, nail polish etc., and can explain how to deal with waste products and the importance of recycling	(10) Marks available Works in a safe and hygienic manner: washes hands, has correct uniform including hat/beard snood, no jewellery, strong perfume/aftershave, nail polish etc.; checks ingredients are properly stored, demonstrates care and attention to storage of finished products (e.g. fresh cream), use of appropriate packaging and can demonstrate how to take responsibility for waste products and recycling within their working area
Source, handle and store ingredients and finished goods	(20) Marks available <ul style="list-style-type: none">• Demonstrates understanding of ingredient functionality, e.g. difference between 'double' and 'whipping' creams, fats used for different purposes (5)• Demonstrates understanding of importance of correct storage for ingredients, e.g. refrigeration vs. ambient storage (5)	(40) Marks available In addition to 'Acceptable': <ul style="list-style-type: none">• Can specify correct grade of ingredients for use in production; e.g. caster sugar vs. granulated; glucose vs. glycerine; etc. (10)• Demonstrates understanding of pest control, temperature, light levels; segregation of organic/non-organic ingredients and the care

	<ul style="list-style-type: none"> • Demonstrates understanding of correct handling methods for ingredients during processing, e.g. returning unused ingredients to the fridge (yeast, cream, fats, etc.) (5) • Demonstrates understanding of correct storage of finished goods, e.g. packaging types, storage temperature, etc. (5) 	<p>needed for ingredients that are potentially allergenic. (10)</p> <ul style="list-style-type: none"> • Demonstrates understanding of care needed when handling certain ingredients, e.g. use of face masks when handling dusty raw materials; non-cross contamination of ingredients when weighing out (clean knives/scoops, etc.) (10) • Demonstrates understanding of segregated storage of finished products and raw materials; can specify correct storage conditions for ingredients and finished products, including appropriate packaging, etc. (10)
Maintain quality by carrying out product sampling and testing against organisational and customer specifications	<p>(10) Marks available</p> <p>Demonstrates the understanding of the importance of check weighing of products, accurate and appropriate labelling, understanding of shelf life and likely effects of incorrect storage (staling, mould development, etc.) (10)</p>	<p>(20) Marks available</p> <p>Demonstrates understanding of product monitoring as a function of CI and NPD; Understands how data analysis can be used in this context. (20)</p>
Safe working:	<p>(2) Marks available</p> <p>Ensures safety of self and others, food safe, hygienic, challenges safety issues (2)</p>	<p>(4) Marks available</p> <p>Identifies and communicates potential safety, health, hygiene or other risks across teams and departments; takes appropriate action when others are not behaving safely (4)</p>
Ownership of work:	<p>(2) Marks available</p> <p>Accepts responsibility and is proactive (2)</p>	<p>(4) Marks available</p> <p>Identifies potential issues and takes appropriate actions to minimise disruptions to workflow (4)</p>
Pride in work:	<p>(2) Marks available</p>	<p>(4) Marks available</p>

	Aims for excellence, punctual and reliable, has 'first time right' attitude (2)	Consistently uses time proactively and anticipates problems which may cause delays to work plans or compromise to quality (4)
Self-development:	(2) Marks available Seeks learning and development opportunities (2)	(4) Marks available Takes ownership for learning and practising new skills/ techniques/tools; constantly seeks to improve own understanding and learn from others; shares knowledge and experiences with others (4)
Integrity and respect:	(2) Marks available Shows respect for others, customers, products and equipment (2)	(4) Marks available Actively encourages others to respect the values of others, customers, products and equipment (4)
Working in a team:	(2) Marks available Builds good relationships with others (2)	(4) Marks available Builds excellent relationships with others, demonstrates knowledge and understanding of business objectives (4)
Problem solving:	(2) Marks available Participates in problem solving (2)	(4) Marks available Takes ownership for resolving problems and issues; demonstrates determination to see things through (4)
Responsiveness to change:	(2) Marks available Demonstrates flexibility to changing working environment and demands(2)	(4) Marks available Looks to understand the reasons behind changes; constructively questions and challenges change; sets a positive example for others about change (4)
Company/industry perspective:	(2) Marks available Demonstrates knowledge of company and food industry, acts as an ambassador (2)	(4) Marks available Proactively seeks to improve understanding of the company and wider food industry (4)

Effective communication:	(2) Marks available Communicates effectively visually and verbally (2)	(4) Marks available Reviews effectiveness of and recommends improvements for different methods of communication; demonstrates effective influencing skills (4)
Maximum Points Available – Core Skills, Knowledge and Behaviours	60	120

Grading Criteria and Marks

Each element is scored according to the assessment criteria.

Element	Maximum Point
In-Store Skills Observation	80 points
Core Skills, Knowledge and Behaviours	120 points

The maximum points available are 200 based on the in-store skills observation, plus core skills, knowledge and behaviours from the observation and interview.

The workplace skills observation and interview will be graded fail, pass, merit or distinction.

The In-store and Core skills, knowledge and behaviours will be assessed as being either acceptable or outstanding. All of the acceptable criteria is needed to be achieved in order to gain a pass. Outstanding marks will then determine whether a merit or distinction is achieved for this component.

Grading Boundaries

Grading criteria for the Workplace Observation and Interview (WOI)			
Fail	Pass	Merit	Distinction
Scored 99 or less Pass points	Scored between 100 and 150	Scored between 151 and 180	Scored between 181 and 200

The employer/training provider and apprentice will have discussed and agreed the specific activities and location of the WOI at a pre-meeting prior to undertaking the assessment. The IE may take photographs (if the employer is agreeable) at key points throughout the practical observation, this is to aid and support in the grading of the assessment decision.

Audio recordings will be used for moderation purposes only and will **not be shared** with other parties.

Sample Questions

These questions are typical of those that will be asked during the interview.

These questions should be used to assist the apprentice to practise before the EPA.

Standard Ref	Sample Interview Question
S6	<p>Source, handle and the storing of ingredients and how this is monitored and controlled</p> <ul style="list-style-type: none"> Where are products sourced, what is important about the storage areas and the correct temperature control?
S8	<p>Complying with regulations and legislation requirements and how you have contributed to these practices</p> <ul style="list-style-type: none"> How have you followed health and safety procedures, what activity has taken place and how are legal requirements monitored?
B2	<p>Ownership of work and how you have contributed to a continuous improvement by planning work effectively</p> <ul style="list-style-type: none"> Why is it important to be efficient and how have you contributed in identifying issues to minimise disruptions to production?
B4	<p>Self-development, seeking new learning opportunities and what you have done to improve your knowledge or skills.</p> <ul style="list-style-type: none"> Which area(s) of the business would you like to learn more about and why? Have you ever asked your line manager if you can try working in a different area?
B6	<p>Working in a team and building relationships, and also how you have taken the initiative to introduce new ways of working.</p> <ul style="list-style-type: none"> Give an example of a suggestion for improvement that you have made at work. How did it improve the business?
B7	<p>Problem solving and how flexible you are in response to the changing demands of the business.</p> <ul style="list-style-type: none"> How do you adapt to different work demands and changes to your work, can you give any example?
B9	<p>Company / industry perspectives and your desire to learn about the business and the wider food industry.</p> <ul style="list-style-type: none"> What efforts have you made to improve your understanding of the business and the sector it operates in?

B10

Communication with others and how you effectively listen and receive feedback by various methods

- Why is effective communication important and how can this contribute to effective team work, can you give any examples?

The interview will be audio-recorded and will be used to validate evidence and confirm grade. The recording will only be used for moderation purposes and not shared with any other parties.

1.9 The Final EPA Grade

The independent examiner will grade the apprenticeship according to the scores achieved according to the assessments. The examiner's decisions will be subject to moderation and verification by the End-point Assessment Organisation, FDQ.

The apprenticeship grade will be based on the outcomes from the: knowledge test, assessment centre observation and workplace observation and interview.

Final grade calculation for L2 EPA for Baker ST0191

Knowledge Test	Assessment Centre Observation	Workplace Observation and Interview	Overall Grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Pass
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Merit
Merit	Pass	Distinction	Merit
Distinction	Pass	Merit	Merit
Distinction	Pass	Distinction	Merit
Pass	Merit	Pass	Pass
Merit	Merit	Pass	Merit
Pass	Merit	Merit	Merit
Merit	Merit	Merit	Merit
Merit	Merit	Distinction	Merit
Distinction	Merit	Merit	Merit
Distinction	Merit	Distinction	Distinction
Pass	Merit	Distinction	Merit
Distinction	Merit	Pass	Merit

Pass	Distinction	Pass	Pass
Merit	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Merit	Distinction	Merit	Merit
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Merit	Distinction
Merit	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

1.10 Reasonable Adjustments

If during induction an apprentice is identified as requiring a reasonable adjustment then FDQ must be informed. Reasonable adjustments can be requested at point of registration, for EPA, using the FDQ IT system, FDQAwards. However, we are committed to supporting apprentices in the best way possible so please contact the FDQ EPA Manager earlier if at all possible.

The FDQ Arrangements for reasonable adjustment policy can be found at www.fdq.org.uk

1.11 Certification

On successful completion of the EPA the newly qualified apprentice will receive their grade from FDQ in a statement of results document.

The Education and Skills Funding Agency (ESFA) manage the operational delivery of certificates for apprenticeships, working with employers and EPAOs. FDQ will comply with the certification instructions of the ESFA to ensure the final achievement of the apprenticeship is formally recognised. The ESFA issues the final certificate to the employer.

1.12 Statement of Customer Service

The FDQ statement of customer service sets out the service standards which are in place. FDQ will work effectively to achieve and maintain these standards in all aspects of work with approved centres and employers. Every effort will be made to respond to and resolve enquiries/ issues promptly, and to provide a high standard of professional and courteous service.

Service standards to training providers and employers

Enquiries:

- verbal enquiries will be responded to within 2 working days
- email enquiries will be responded to within 2 working days
- letter enquiries will be responded to within 10 working days
- we aim to resolve all enquiries within 5 working days.

Results:

- results will be issued to the employer/training provider within 8 weeks of the End Point Assessment.

Advice, support and guidance contacts

- FDQ EPA Manager for issues concerning EPA registration, arrangement of EPAs, results and certification. Please email to epa@fdq.org.uk

Enquiry policy and procedures for training providers, employers and learners

Verbal, written or email enquiries from training providers, employers and learners are welcomed. These should be directed in the first instance via either the general FDQ email address: fdq@fdq.org.uk or the main head office number: 0113 3970 395.

- telephone enquiries will be answered promptly and then directed to the most appropriate FDQ contact
- email enquiries to fdq@fdq.org.uk will be directed to the most appropriate FDQ contact
- letters should be addressed to the Leeds head office, they will then be directed to the most appropriate contact.

1.13 Unsuccessful Apprentices

If an apprentice does not pass the EPA, the employer and apprentice have the following actions, either:

- apply to re-take/re-sit the EPA component or
- make an appeal to FDQ to contest the result.

1.14 Re-sits / Re-takes

With the agreement of their employer an apprentice failing a component of the EPA will have the opportunity to take re-sit/re-take. A re-sit does not require the apprentice to complete any additional or further training/learning, whereas a re-take does.

An apprentice's employer must ensure a supportive action plan is in place

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction.

The opportunity to re-sit or re-take varies according to the component failed:

- If the **Knowledge Test** component is failed with 25-39 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 25 correct answers are achieved, the apprentice must undertake a period of further learning and will not be allowed to retake the assessment until after completing a professional review of performance with their manager.
- If the **Assessment Centre Observation** component is failed with 15-19 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 15 correct answers are achieved, the apprentice must undertake a period of further learning and will not be allowed to retake the assessment until after completing a professional review of performance with their manager.
- If the **Workplace Observation and Interview** component is failed with 60-99 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 60 correct answers are achieved, the apprentice must undertake a period of further learning and will not be allowed to retake the assessment until after completing a professional review of performance.

An additional fee is due each time an apprentice applies to re-sit or re-take any or all of the EPA tests, so it is important that the apprentice is fully prepared before they try again.

- Re-sit – no further training/learning required
- Re-take – additional training required

Apprentices who take a re-sit/re-take will only be able to achieve a pass in their overall grade, unless there are exceptional circumstances which are beyond the control of the apprentice as determined by the assessment organisation, FDQ.

Any EPA component re-sit/re-take must be taken during the maximum 12 week EPA period, otherwise the entire EPA must be re-taken in full in a new 12-week period.

1.15 Appeals and Complaints

FDQ is committed to providing the highest levels of service to its customers, including centres and Apprentices. It anticipates that issues or complaints can be resolved through the complaints or enquiries procedures and these procedures will be followed in the first instance

However, in the event that a customer remains dissatisfied having exhausted these procedures, they have recourse to the appeals process, using FDQ's Appeals Procedure available at www.fdq.org.uk

FDQ will establish and maintain robust procedures for handling complaints and appeals and ensure that: complaints and appeals are dealt with in a fair and timely manner; the specific needs and interests of Apprentices are considered and protected; and that they are kept informed of progress. FDQ will notify Apprentices of any outcomes reached and, where appropriate, any further action that is to be taken

1.16 Conclusion of EPA

After completing all components of the EPA the apprentice will be thanked for attending. The IE will complete their report containing the provisional mark and submit it to FDQ, within 5 working days of the assessment taking place. Any supporting photographic and digital recording evidence will also be submitted to FDQ.

FDQ will confirm the final outcome of EPA to the employer/training provider within 8 weeks of the EPA taking place. Final outcomes may be subject to moderation – which may delay the agreed overall grading and certification process.

We hope this handbook has been helpful and has given you an insight into the requirements for the Level 2 Baker standard and end point assessment.

If you have any further questions/queries please contact FDQ where one of our experts will be able to help.

Email: epa@fdq.org.uk

Website: www.fdq.org.uk

Tel: 0113 3970 395

1.17 Glossary

Terminology used in EPA	Equivalent in my company
Aeration	
Batch	
Blind	
Cooling	
Deposit	
Dividing	
Docking	
Ferment	
Finishing	
Glaze	
Lamination	
Mechanical	
Mould	
Produce	
Products	
Prove	
Range	
Scale	
Sheet	
Specification	
Technique	

Appendix 1: End-Point Assessment Site Visit

Independent Examiner (IE):	
Independent Quality Assurer (IQA):	
Test Centre/Employer:	
Test Centre address and contact number:	
Apprentice Name:	
Date:	

The following checklist is to ensure the appropriate facilities, equipment and resources are available to carry out a Baker Standard End- point Assessment.

Test Centre review	Y/N/Na	Comments
Personal welfare facilities Toilet/changing facilities		
Health and safety Are there any obvious Health and Safety issues?		
Personal Protective Equipment Meets industry Standard Safety glove * Protective apron * Hat/hair net * Appropriate footwear * Where applicable		

<p>Hygiene facilities</p> <p>Hand washing and toilet facilities</p> <p>Boot washing (if applicable)</p>		
<p>Physical resources</p>		
<p>Interview Room</p> <p>Mechanical processing, packing and labelling equipment</p> <p>Oven</p> <p>Tins and trays for in-store stock and suitable for cupcakes, Swiss roll, quiche</p> <p>Scales</p> <p>Knives</p> <p>Dough dividers</p> <p>Mixing bowls</p> <p>Measuring jug</p> <p>Spoons, palette knife</p> <p>Rolling pins</p>		
<p>Food Safety rating</p>		
<p>Dedicated assessment area</p> <p>minimal/completely free from distraction for the period of the assessment</p> <p>Clock</p>		

<p>Internet access</p> <p>To enable on-line knowledge testing (if appropriate)</p>		
<p>First aid</p> <p>Equipment</p> <p>First aider availability</p>		
<p>Employer information if applicable</p> <p>HACCP Plan</p> <p>Job Specification</p> <p>Employer vision</p> <p>Culture values etc</p>		
<p>Decision</p>		

<p>Additional information</p> <p>Example – Parking, availability location of premises etc.</p>	
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Statement of acceptance:

The training provider/employer fully understands the requirements for End-Point-Assessments. The requirements must include a dedicated assessment area that is free from any distractions and free from disturbances from any members of staff/customers for the duration of the End Point Assessment. The employer/apprentice understands and permits the use of photographic evidence and audio evidence to be obtained during the End Point Assessment. This evidence will be used solely for moderation and will not be used or shared with any other parties.

Employer name		Date:
Employer signature:		
Employer email:		
Training Provider Name		Date:
Training Provider signature:		
IE or IQA signature:		Date:
Apprentice email:		Date:

Appendix 2: Example Timetable for EPA Day

Knowledge Test

It is possible for the KT to be completed on a separate day prior to the assessment centre observation (ACO) and the workplace observation and interview (WOI)

Timetable for EPA	Knowledge Test (KT)
08:30 (time will vary)	Arrival, introductions and overview of the day
09:00 (time will vary)	Knowledge Test (MCQ) 90 minutes
10:30 (time will vary)	Refreshment break

Assessment Centre Observation (ACO) and Knowledge Test (KT)

When the KT and the ACO are completed on the same day:

Timetable for EPA	Knowledge Test (KT) and Assessment centre observation (ACO)
08:30	Arrival, introductions and overview of the day
09:00	Knowledge Test (MCQ)
10:30	Refreshment break
11:00	Practical Observation
13:00	Lunch break
13:30	Practical observation
16:30	Completion of EPA

Time of breaks will be dependent upon the production of products and may vary between apprentices.

Workplace Observation and Interview (WOI)

Timetable for EPA	Workplace observation and interview (WOI)
08:00	Arrival, introductions and overview of the day
08:30	Practical observation and questions
10:30	Refreshment break
11:00	Practical observation and questions
12:15	Lunch break and preparation for the interview
12:45	Interview
13:30	Completion of EPA

Time of workplace EPA will be dependent upon the apprentice's working schedule and agreed time. This may vary for each apprentice.

Appendix 3: Feedback Form

Please let FDQ know how useful you think this Handbook is and make any suggestions for improvement.

Name					
Job title					
Organisation					
Date					
How satisfied are you that the Handbook helped you understand how to prepare the apprentice for the EPA? (Please ✓ tick one box)	Extremely satisfied 😊😊	Slightly satisfied 😊	Neutral 😐	Slightly unsatisfied 😞	Not at all satisfied 😞😞
Suggestions for improving the Handbook (please add a page reference)					
Any other comments for FDQ this Handbook EPA?					

Thank you for taking the time to complete this form. Please return it to FDQ by email: fda@fda.org.uk

Appendix 4: JCQ Guide lines

These guide lines must be given to apprentices taking tests as part of their EPA.



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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Information for candidates

For written examinations – effective from 1 September 2019

This document has been written to help you. Read it carefully and follow the instructions.
If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A Regulations – Make sure you understand the rules	
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	You must not take into the exam room: a) notes; b) potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
8	You must not write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.
B Information – Make sure you attend your exams and bring what you need	
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

C Calculators, Dictionaries and Computer Spell-checkers	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in it; c) remove any parts such as cases, lids or covers which have printed instructions or formulas; d) do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
D Instructions during the exam	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	When the invigilator tells you , fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use for rough work.
E Advice and assistance	
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are in doubt about what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
F At the end of the exam	
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

Appendix 5 : End Point Assessment Recipes and Possible Faults

Fermented Dough Product;

<p>Tinned Loaf of bread by hand</p> <p><i>(BFP method)</i></p> <p>Dough –</p> <p>625g Strong Flour</p> <p>5g salt</p> <p>15g yeast</p> <p>390 - 400g water approximately</p>	<p>No mechanical aids</p> <p>Yield – 1 x large tin or 2 x small tins</p> <p>Scale weight – 1 x 950g or 2 x 480g</p> <p>BFT – approximately 30 minutes</p> <p>Knock back – approximately 30 minutes</p> <p>Immediate proof – 10 minutes</p> <p>Proving time – approximately 40 minutes</p> <p>Bake – approximately 220°C - 230°C, Reg 7-8</p> <p>Time – 25-30 mins approximately, depending on size of tinned loaf and oven use</p>
<p>Possible reasons for faults in fermented products</p> <p>Close texture;</p> <ul style="list-style-type: none"> • Insufficiently proved • Insufficiently kneaded • Insufficiently kneaded • Insufficient yeast • Oven too hot • Too much water • Too little water <p>Uneven texture;</p> <ul style="list-style-type: none"> • Insufficient kneading • Oven too cool <p>Coarse texture;</p> <ul style="list-style-type: none"> • Too much water • Too much salt • Over-proved and uncovered 	

- Insufficient kneading

Wrinkled;

- Over-proved

Sour;

- Stale yeast
- Too much yeast

Broken crust;

- Under-proved at the second stage

White spots on crust;

- Not covered before second proving

Cake Products;

Cupcakes – cake with fat

(creaming / sugar batter method)

Cake Mixture –

200g plain flour

Level teaspoon baking powder

2g salt

125g butter / margarine

125g caster sugar

2 or 3 medium eggs

Butter Cream – Creaming method,
wooden spoon

400g butter

300g icing sugar

Flavourings

Finishing mediums - optional

Using the manual or mechanical process

Beater attachment in mixer

Yield - 10 – 12 approximately

Bake – approximately 220°C, Reg 7

Time – 15-20 mins approximately, depending on oven used

Finishing mediums - optional

Available on the day

Available on the day	
<p>Muffins – cake with fat</p> <p><i>(muffin method)</i></p> <p>Cake Mixture –</p> <p>200g plain flour</p> <p>2 level teaspoon baking powder</p> <p>2g salt</p> <p>60ml vegetable oil</p> <p>125ml milk</p> <p>125g caster sugar</p> <p>1 or 2 medium eggs</p> <p>Filling - optional</p> <p>100g chocolate chips / sultanas / dried cherries / jam</p>	<p>Using the manual or mechanical process</p> <p>Beater attachment in mixer</p> <p>Yield – 8 - 10 depending on case size</p> <p>Bake – approximately 190°C -200°C, Reg 5 -6</p> <p>Time – 20-25 mins, approximately, depending on oven used</p> <p>Finishing mediums - optional</p> <p>Available on the day</p>
<p>Possible reasons for faults in cakes</p> <p>Uneven texture;</p> <ul style="list-style-type: none"> • Fat insufficiently rubbed in • Too little liquid • too much liquid <p>Close texture;</p> <ul style="list-style-type: none"> • Too much fat • Hands too hot when rubbing in • Fat to flour ratio incorrect <p>Dry;</p> <ul style="list-style-type: none"> • Too much liquid • Oven too hot <p>Bad shape;</p> <ul style="list-style-type: none"> • Too much liquid • Oven too cool 	

- Too much baking powder

Fruit sunk;

- Fruit wet
- Too much liquid
- Oven too cool

Cracked;

- Too little liquid
- Too much baking powder

Fatless Sponge Products;

<p>Swiss Roll – fatless sponge</p> <p><i>(whisking method)</i></p> <p>Sponge mixture –</p> <p>4 medium eggs</p> <p>100g caster sugar</p> <p>100g flour</p> <p>Filling -</p> <p>100g jam</p> <p>Finishing medium –</p> <p>100g icing / caster sugar</p>	<p>Using the manual or mechanical process</p> <p>Whisk attachment on mixer</p> <p>Yield - 1</p> <p>Bake – approximately 220°C, Reg 7</p> <p>Time – 6 - 9 mins approximately, depending on oven used</p> <p>Finishing mediums - optional</p> <p>Available on the day</p>
<p>Sponge – fatless sponge</p> <p><i>(whisking method)</i></p> <p>Sponge mixture –</p> <p>6 medium eggs</p> <p>255g caster sugar</p> <p>225g self raising flour</p>	<p>Using the manual or mechanical process</p> <p>Whisk attachment on mixer</p> <p>Yield – 2 x 8 inch / 20cm sponge tins</p> <p>Bake – approx. 190°C -200°C. Reg 5-6</p>

<p>Filling -</p> <p>100g raspberry jam</p> <p>Finishing medium -</p> <p>100g icing sugar</p>	<p>Time – 20 -25 mins, approximately, depending on oven used</p> <p>Finishing mediums - optional</p> <p>Jam / other option</p>
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Possible reasons for faults in sponges

Close texture;

- Under beating
- Too much flour
- Oven too cool or too hot

Holey texture;

- Flour insufficiently folded in
- Tin unevenly filled

Cracked crust;

- Oven too hot

Sunken;

- Oven too hot
- Tin removed during cooking

White spots on the surface;

- Insufficient beating

Pastry Products;

<p>Apple Turnovers - puff pastry</p> <p><i>(lamination method)</i></p> <p>Dough -</p> <p>200g strong flour</p> <p>2g salt</p>	<p>Using the manual or mechanical process</p> <p>Dough hook attachment on mixer</p> <p>Yield - 6 – 8 depending on size</p>
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<p>50g butter / pastry margarine 125ml iced-cold water</p> <p>Lamination -</p> <p>150g butter / pastry margarine</p> <p>Apple Filling -</p> <p>400g cooking apples 100g sugar OR 200g tinned apples</p> <p>Finishing Medium -</p> <p>2 egg whites 50g caster sugar</p>	<p>Bake – approximately 215°C -220°C, Reg 7</p> <p>Time – 15-20 mins approximately depending on oven used</p>
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Possible reasons for faults in puff pastry

Not flaky;

- Fat too warm thus preventing the fat and paste remaining in layers during rolling

Fat oozes out;

- Fat too soft
- Dough too soft
- Edges not sealed
- Uneven folding and rolling
- Oven too cool

Hard;

- Too much water
- Flour not brushed off between rolling
- Over handles

Shrunken;

- Insufficient resting between rolling
- Overstretching

Soggy;

- Under baked
- Oven too hot

Uneven rise;

- Uneven distribution of fat
- Sides and corners not straight
- Uneven folding and rolling

Savoury Flan - short pastry

(rubbing in method)

Pastry -

300g plain flour

2g salt

75g lard / shortening

75g butter / margarine

4 to 6 tablespoons of water
approximately

Flan Filling – optional filling

50g ham/onions/tomatoes/peppers

50g grated cheese

2 medium eggs

250ml milk

pinch cayenne/white pepper(optional)

Pinch salt

Finishing mediums - optional

Available on the day

Using the manual or mechanical process

Beater attachment on mixer

Yield - 1 x 8 inch flan ring

Blind bake – approx. 230°C – 250°C, Reg 8-9

Time – 8-9 mins approximately, depending on oven

Bake – 200°C – 230°C, Reg 6-8

Time – 15-20 mins approximately, depending on oven used

Possible reasons for faults in short pastry

Hard;

- Too much water
- Too little fat
- Fat rubbed in insufficiently
- Too much handling and rolling

Soft-crumblly;

- Too little water
- Too much fat

Blistered;

- Too little water
- Water added unevenly
- Fat not rubbed in evenly

Soggy;

- Too much water
- Too cool an oven
- Baked for insufficient time

Shrunken;

- Too much handling and rolling
- Pastry stretched whilst handling

Enriched Dough Products;

Croissants –

(lamination method)

Dough -

500g strong flour

8g salt

25g butter

30g sugar

15ml milk

25g yeast

240ml water

1 medium egg

Using the manual or mechanical process

Dough hook attachment on mixer

Yield - 6 - 10, depending on size prepared

Dough temperature – 25°C -27°C

Prove – 27°C

Prove humidity – 65%

Proving Time – 45 mins – 1 hour, approximately

<p>Lamination -</p> <p>220 g butter</p> <p>Finishing mediums - optional</p> <p>Available on the day</p>	<p>Bake – approximately 215°C -220°C, Reg 7</p> <p>Time – 15-20 mins approximately, depending on oven used</p>
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Possible reasons for faults in croissants

Not flaky;

- Fat too warm thus preventing the fat and paste remaining in layers during rolling

Fat oozes out;

- Fat too soft
- Dough too soft
- Edges not sealed
- Uneven folding and rolling
- Oven too cool

Hard;

- Too much water
- Flour not brushed off between rolling
- Over handles

Shrunken;

- Insufficient resting between rolling
- Overstretching

Soggy;

- Under baked
- Oven too hot

Uneven rise;

- Uneven distribution of fat
- Sides and corners not straight
- Uneven folding and rolling

<p>Bun Loaf and Tea Cakes -</p>	<p>Using the manual or mechanical process</p>
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<p><i>(BFP method / MDD process)</i></p> <p>Dough</p> <p>Part 1 -</p> <p>50g strong flour</p> <p>10g sugar</p> <p>15g yeast</p> <p>125g (water and milk mix) @ 35°C -40°C</p> <p>Part 2 -</p> <p>200g strong flour</p> <p>2g salt</p> <p>30 ml (water and milk mix)</p> <p>60g butter or margarine</p> <p>20g sugar</p> <p>1 medium egg</p> <p>30g sultanas</p> <p>30g raisins</p> <p>25g mixed spice</p> <p>Finishing medium -</p> <p><i>Bun Wash</i></p> <p>125ml water</p> <p>100g sugar</p>	<p>Dough hook attachment on mixer</p> <p>Bun Loaf -</p> <p>Scale - 480g</p> <p>Yield - 1</p> <p>Tea Cakes -</p> <p>Scale - 70g</p> <p>Yield - 2</p> <p>Dough temperature - 25°C - 27°C</p> <p>Fermentation time - 30 mins, approximately</p> <p>BFT - 30 mins approximately</p> <p>Bake - approximately 215°C -220°C, Reg 7</p> <p>Time - 20 -25 mins, approximately for bun loaf depending on oven used</p> <p>Time - 12 - 14 mins, approximately for tea cakes depending on oven used</p>
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Possible reasons for faults in fermented dough

Close texture;

- Insufficiently proved
- Insufficiently kneaded
- Insufficiently kneaded
- Insufficient yeast
- Oven too hot

- Too much water
- Too little water

Uneven texture;

- Insufficient kneading
- Oven too cool

Coarse texture;

- Too much water
- Too much salt
- Over-proved and uncovered
- Insufficient kneading

Wrinkled;

- Over-proved

Sour;

- Stale yeast
- Too much yeast