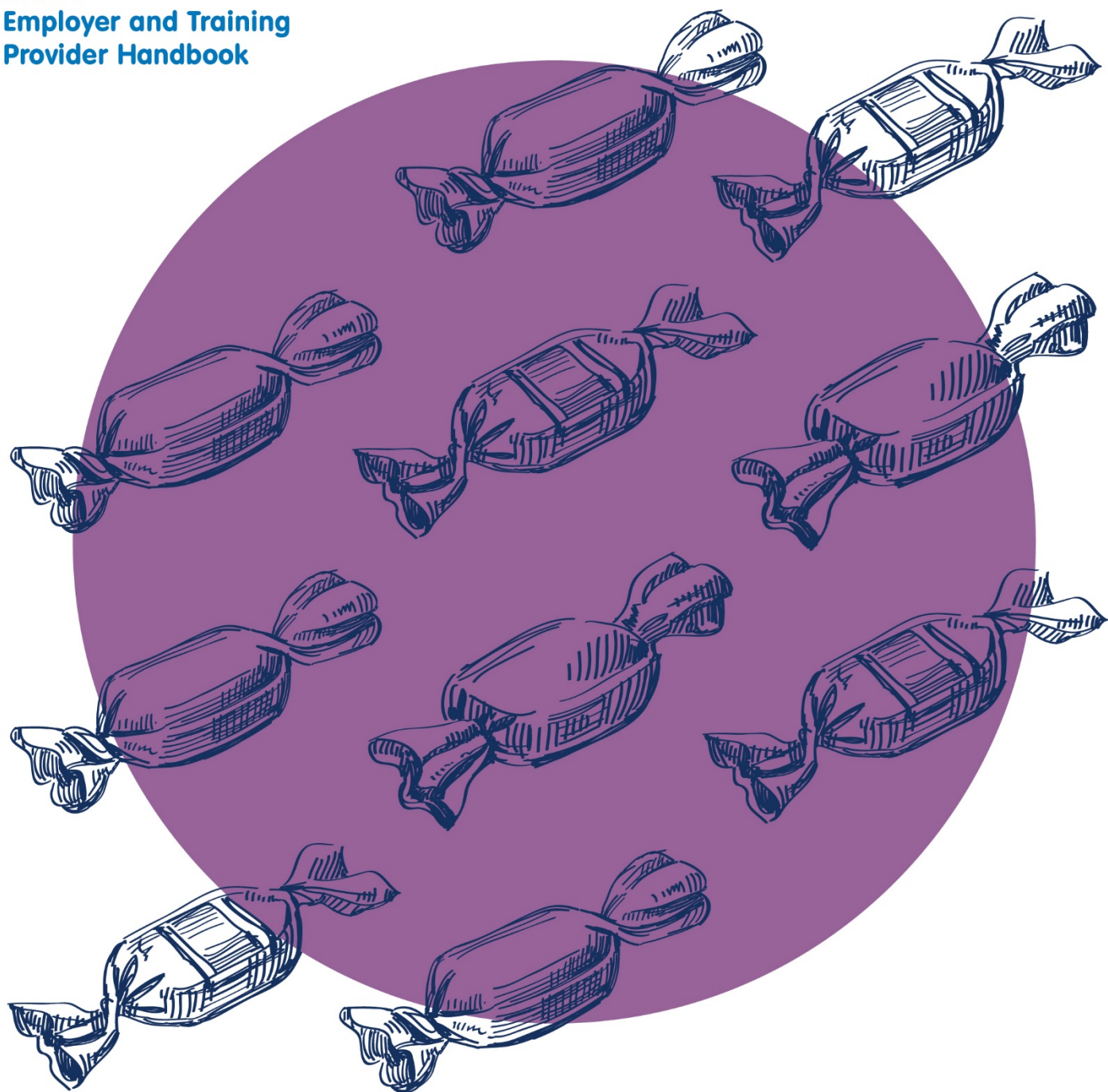


# Level 2 End-point Assessment for Food and Drink Process Operator



**ST0199**  
**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 Food and Drink Process Operator ST0199 Employer and Training Provider Handbook**

This document is to give all parties guidance, support and a full understanding of the Food & Drink Process Operator Standard EPA requirements.

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

### **1.1 Apprentice readiness for EPA**

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 End-point Assessment. This will confirm that the apprentice has met the core knowledge, skills and behaviours set out in the Food & Drink Process Operator 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 the EPA taking place:

- Completed and certificated level 2 Diploma in Food & Drink Process Operations
- Functional skills in English and Maths at level 1
- Evidence of attempting the level 2 English and Maths tests 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 End-point Assessment Organisation (EPAO) we 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 appendix 2).

The employer/training provider will agree the suitable format for the practical observation (either 2 hrs or 2 x 1hr) in order to enable the apprentice to demonstrate the required activities.

The employer/training provider will check the key terminology (see appendix 3) 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 from 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 before Gateway. 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 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 Equipment (PPE) to be put on and for any required tools and equipment to be obtained.

The EPA comprises three parts starting with the Knowledge Test (KT) based on multiple choice questions, followed by the practical observation (PO) and will conclude with the professional dialogue and interview (PDI). See appendix 2: Timetable of Events for End Point Assessment Day.

The example timetable will give an understanding of the days' 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 plant shift times etc., which 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, if this is convenient for all parties.

### 1.5 Assessment Methods

EPA Assessment Method	Key
Knowledge Test	KT
Practical Observation	PO
Professional Dialogue & Interview	PDI

Standard Ref	Knowledge to be assessed	Assessment Method		
		KT	PO	PDI
K1	The need for and principles of quality management	•		
K2	Environmental Management System requirements	•	•	
K3	The Food and Drink sector: businesses and principles within it	•		
K4	Product origin and end-to-end supply chain	•		
K5	Standard Operating Procedures (SOPs)	•	•	
K6	Hygiene standards and food safety	•	•	
K7	Health and Safety in the food industry	•	•	
K8	Products: how to handle products and the effects of external influences on them	•	•	
K9	The Operator's role: how it fits into the wider business and adds customer and consumer value	•		
K10	Effective communication skills and team working	•		
K11	How to use relevant tools and equipment in food production	•		
K12	The principles of Continuous Improvement (CI) in the food production industry	•		



K13	Good manufacturing practice in the food industry	.		
K14	Performance data: understanding, interpreting and acting on it	.	.	
		<b>Assessment Method</b>		
Standard Ref	<b>Skills to be assessed</b>	<b>KT</b>	<b>PO</b>	<b>PDI</b>
S1	Follow and implement Standard Operating Procedures (SOPs) and work with the quality process as appropriate		.	
S2	Carry out basic fault finding and problem solving; take action according to organisational procedures		.	
S3	Ensure effective handovers to appropriate colleagues			.
S4	Clean equipment according to specifications and schedules		.	
S5	Ensure personal compliance with regulatory and company Quality, Food Safety, Environmental, and Health and Safety requirements		.	
S6	Actively contribute to optimal production performance, e.g. line optimisation in the control of yields/stock levels			.
S7	Identify Health and Safety, Food Safety, Hygiene and Quality issues where appropriate and escalate		.	
S8	Contribute to effective changeovers			.
S9	Monitor product quality and identify and communicate opportunities for improvement		.	
S10	Contribute to Continuous Improvement (CI) activities			.
S11	Interpret, record and act upon performance indicator data		.	
S12	Engage in HACCP (Hazard Analysis and Critical Control Points) monitoring and controls		.	

Standard Ref	Behaviours to be assessed	Assessment Method		
		KT	PO	PDI
B1	Safe working: ensures safety of self and others, food safe, challenges safety issues		•	
B2	Ownership of work: accepts responsibility and is proactive		•	
B3	Pride in work: aims for excellence, punctual and reliable, has 'first time right' attitude		•	
B4	Self-development: seeks learning and development opportunities			•
B5	Integrity and respect: respect for colleagues, customers, products and equipment		•	
B6	Working in a team: builds good relationships with others			•
B7	Problem solving: participates in problem solving			•
B8	Responsiveness to change: flexibility to changing working environment and demands			•
B9	Company/industry perspective: desire to learn about the company and food industry, acts as an ambassador			•
B10	Effective communication: with others, listens effectively, gives and receives feedback		•	
B11	Demonstrates and encourages curiosity to foster new ways of thinking and working			•

## 1.6 Multiple Choice Knowledge Test (KT)

The KT carries a weighting of 15% within the overall apprenticeship grade.

**It must be taken first, and ideally should take place early within the 12 week period once the apprentice has entered Gateway. In many cases the KT will be scheduled on a day before the PO and PDI.**

The KT consists of 30 questions. The apprentice will be given 60 minutes to complete the test, which will be carried out under normal exam conditions. 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.

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

FDQ recommend that if the apprentice completes the KT well within the mandatory 60 minutes then they are advised to 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

60 minutes are allowed to complete the test.

### Number of Questions

Number of questions in the test: 30 MCQs.

### Venue

The Knowledge Test needs to take place in a quiet, isolated area, away from distractions.

### Assessment Specification

The test specification will help training providers 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 Food & drink Process Operator Apprenticeship Standard
- 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. It is not a definitive list of subjects/topics for the EPA test.

Standard reference	Learning outcome		Range		No of Qs	Total
K1	1	The need for and principles of quality management	1.1	Definitions of quality, the importance of carrying out quality checks.	1	2
			1.2	Procedures to deal with non-conformance against the required quality standard; limits of own authority when dealing with quality issues.	1	
K2	2	Environmental Management System requirements	2.1	Types of environmental damage that can occur in food processing; the importance of waste management; reporting procedures for environmental incidents; consequences of poor environmental management in the food industry.	1	1
K3	3	The Food and Drink sector: businesses and principles within it	3.1	Key types of processing and manufacturing businesses involved in the global food and drink supply chain e.g. farmers, growers, suppliers, primary and secondary supply chain, distributors, retailers, hospitality services, consumers.	1	2
			3.2	How businesses in the global food and drink supply chain work together; flow of information through supply chains e.g. sales data and forecasting, production planning, order tracking, delivery scheduling. How the supply chain is influenced.	1	
K4	4	Product origin and end-to-end supply chain	4.1	The importance of knowing where food and drink ingredients originate; 'farm-to-fork', food miles, traceability	1	1
K5	5	Standard Operating	5.1	Definition of SOP; information included in SOPs.	1	2

		Procedures (SOPs)	5.2	The importance of SOPs in processing: ensuring consistent and efficient production, health and safety of operatives, food safety.	1	
K6	6	Hygiene standards and food safety	6.1	The importance of food safety procedures; types of food safety procedures e.g. hand washing, date codes of ingredients and finished product; cleaning routines; cross contamination	1	4
			6.2	Food safety regulations, legal requirement for HACCP.	1	
			6.3	Types of food safety hazards; reporting food safety hazards.	1	
			6.4	The importance of keeping the work area clean and tidy.	1	
K7	7	Health and Safety in the food industry	7.1	Health and safety legislation and the importance of health and safety procedures	1	4
			7.2	Recognise the main safety hazards and risks in the working environment	1	
			7.3	Control of health and safety risks in the workplace e.g. following signage, SOPs, reading risk assessments, safety guards, PPE	1	
			7.4	Hazardous substances and control e.g. safe storage and use	1	
K8	8	Products: how to handle products and the effects of external influences on them	8.1	The effect of external influences on product and ingredient quality throughout the supply chain, e.g. temperature, humidity, packaging	1	2
			8.2	How to handle products and ingredients to ensure quality is maintained, e.g. correct storage conditions, stock rotation	1	
K9	9	The Operator's role: how it fits into the wider business and adds customer and consumer value	9.1	Operator work objectives and how they fit with the aims of the business; general role to add value and work to/exceed company's requirements	1	1

K10	10	Effective communication skills and team working	10.1	Sharing information and asking questions when appropriate; developing good working relationships with colleagues in the team	1	2
			10.2	Dealing with differences of opinion; showing respect for others	1	
K11	11	How to use relevant tools and equipment in food production	11.1	Factors to consider when choosing tools and equipment e.g. hygiene; ease of cleaning; suitability for the job; carrying out the job with minimal wastage Consideration of appropriate PPE	1	2
			11.2	Use of tools and equipment: health and safety; use of SOPs; hygiene.	1	
K12	12	The principles of Continuous Improvement (CI) in the food production industry	12.1	The importance of CI; benefits of CI	1	2
			12.2	Types of CI activities; the operator's role in contributing to CI	1	
K13	13	Good manufacturing practice in the food industry	13.1	Knowledge of: product specifications; stock handling; wastage	1	3
			13.2	Correct use of PPE; personal hygiene	1	
			13.3	Reporting procedures: who to report to; when to report issues	1	
K14	14	Performance data: understanding, interpreting and acting on it	14.1	The important of measuring process performance; definition of KPI's	1	2
			14.2	Definitions of yield, ratio, output; how to measure and record processes	1	
<b>Total</b>					30	30

## Grading Criteria and Marks

One mark is allocated to each question. The test is graded fail, pass, merit or distinction.

## Grade Boundaries

Grading for the Multiple Choice Knowledge Test			
Fail	Pass	Merit	Distinction
Scored 17 or less	Scored between 18 and 23	Scored between 24 and 27	Scored between 28 and 30

## 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 EPA 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 food and drink process operator role in a generic 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, behaviours and skills assessed)

### KT sample questions:

#### Question 1

What is a 'non-conforming' product?

- One that doesn't meet the standard.
- One that almost meets the standard.
- One that must be destroyed.
- One that meets the standard.

#### Question 2

Which of the following is not an outcome of a continuous improvement plan?

- Reductions in levels of waste.
- Making business operations more competitive.
- Reductions in manufacturing costs.
- Increased staff training

### Question 3

Why should protective clothing be worn in a food business?

- a. To present a good company image.
- b. To keep personal clothing clean.
- c. To identify employees easily.
- d. To protect the food product from contamination.

### Question 4

What is the best way to deal with differences of opinion within a team?

- a. By asking a supervisor to intervene.
- b. By ignoring the problem and hoping it goes away.
- c. By accepting the views of the most experienced individual.
- d. By being respectful and receptive to the views of others.

### Question 5

Which of the following is the main reason that pests must be prevented from entering food premises?

- a. Because customers would object.
- b. Because they could eat ingredients and products.
- c. Because they would disrupt workers from getting on with their job.
- d. Because they could spread disease.

The KT may be taken on-line or as a paper-based test at the assessment centre.

## 1.7 Practical Observation (PO)

**The practical observation carries a weighting of 60% within the overall apprenticeship grade.**

The Independent Examiner (IE) will carry out the practical observation within the workplace.

### Time

120 minutes is allowed to complete all four activities in the test.

Before the 120 minute practical test starts, (see timetable) they will be given 10 minutes to select and put on the correct Personal Protective Equipment (PPE).

### Number of Items

There are four activities to complete for the Practical Observation.



## Venue

The assessment must be taken at an approved EPA test centre under FDQ's assessment conditions. In some cases it may be appropriate for the PO to take place in a simulated environment.

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 PPE is available, processing equipment and the necessary ingredients are available
- ensures that the assessment is not interrupted
- provides a quiet area for questions to be asked during/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.

## Assessment Specification

The following activities will be assessed in the observation. 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 for production activities
- produce products to specification
- use of equipment according to standard operating procedures
- monitor quality of products and communicate issues appropriately
- ability to solve problems and suggest solutions
- adhere to legislative regulations that apply in the industry
- control a process (CCP or CP) and complete the necessary records
- store finished goods and ingredients appropriately.

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

- The apprentice will be asked to complete 4 generic activities, which will remain the same for each apprentice.
- The location and setting for the activities will be agreed in the IE pre-meeting and ensure that all criteria are able to be carried out.
- If the IE decides that it has not been possible to judge competence on a particular criterion, then the IE will ask an appropriate question to make a judgement.
- Questions to support the observation will be audio recorded for evidence and moderation purposes (with apprentice permission).
- The timing of the observation in each location will be agreed at the IE pre-meeting.

<b>Food &amp; Drink Process Operator practical observation assessment specification</b>	
<b>Activity 1</b>	The apprentice will prepare, tidy, clean and maintain the work environment both during the activities and at the end of the assessment.
<b>Activity 2</b>	Undertake food processing tasks according to production plan; follow SOPs for the equipment used and adjust as necessary; monitor quality and act on any issues encountered; identify any problems and act on them; follow health & safety, food safety, Haccp and waste handling/environmental procedures according to company policy; complete activity according to SOP.
<b>Activity 3</b>	Monitor and record a CCP or CP, taking action as appropriate.
<b>Activity 4</b>	Answer questions on: knowledge of SOPs; quality monitoring and improvement; fault finding and problem solving; handling products effectively; understanding and interpreting performance data.  Answers to questions will be audio recorded (with apprentice permission) for evidence and moderation purposes.

### **Grading Criteria and Marks**

All practical observation statements must be achieved to pass this assessment component. The practical observation will be graded fail, pass, merit or distinction, with only the Behaviour statements contributing to the grade (see below for grading descriptors).

The IE will provide a provisional mark and grade for the practical assessment and will submit the assessment record and any supporting photographic evidence to FDQ for moderation within 5 days of the assessment.

The employer/training provider and apprentice will have discussed and agreed the specific activities and location of the observation 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.

End-point Assessment Practical Observation Grading Criteria					
Standard Ref	Standard-Knowledge, Skills and Behaviours	Pass with Distinction Criteria (Apprentices must demonstrate all of the criteria)	Pass with Merit Criteria (Apprentices must demonstrate all of the criteria)	Pass Criteria	Fail Criteria (Apprentices will fail if they demonstrate one of more of the criteria)
K2	Environmental Management System requirements	Grading not applicable Pass/Fail only	Grading not applicable Pass/Fail only	Understands how to deal with waste product; knows how to dispose of product to avoid environmental damage	Does not know how to deal with waste or avoid environmental damage
K5	Standard Operating Procedures (SOPs)			Knows what a SOP is and how to follow a SOP	Does not know what an SOP is and doesn't know how to follow a SOP
K6	Hygiene standards and food safety			Understands the importance of hygiene and food safety; knows how to implement hygiene and food safety procedures	Fails to understand the importance of hygiene and/or food safety; does not know how to implement hygiene and food safety procedures

<b>K7</b>	Health and Safety in the food industry		Understands the importance of health and safety	Fails to understand the importance of health and safety
<b>K8</b>	Products: how to handle products and the effects of external influences on them		Knows how to handle products and can describe what happens to products if incorrectly handled	Fails to handle products correctly; cannot describe what happens to products if incorrectly handled
<b>K14</b>	Performance data: understanding, interpreting and acting on it		Understands types of performance data; what it is used for and what to do with it	Does not understand types of performance data or how to use it
<b>S1</b>	Follow and implement Standard Operating Procedures (SOPs) and work with the quality process as appropriate		Follows SOPs; checks product quality and takes action where necessary	Does not follow SOPs correctly; does not check product quality
<b>S2</b>	Carry out basic fault finding and problem solving; take action according to organisational procedures		Finds or explains how to find faults and solve problems; takes action or explains how to take action to rectify	Fails to carry out or explain how to fault find or solve problems
<b>S4</b>	Clean equipment according to specifications and schedules		Cleans equipment effectively according to SOPs and	Fails to clean equipment effectively according to SOPs.

			completes records as appropriate	
S5	Ensure personal compliance with regulatory and company Quality, Food Safety, Environmental, and Health and Safety requirements		Complies with quality, food safety, environmental and health and safety procedures and regulations.	Fails to comply with quality, food safety, environmental and health and safety procedures and regulations.
S7	Identify Health and Safety, Food Safety, Hygiene and Quality issues where appropriate and escalate		Identifies or explains examples of health and safety, food safety, hygiene and quality issues and communicates them to appropriate person	Fails to identify or explain examples of health and safety, food safety, hygiene and quality issues
S9	Monitor product quality and identify and communicate opportunities for improvement		Monitors product quality; makes suggestions to improve quality	Fails to monitor quality; does not make suggestions to improve quality
S11	Interpret, record and act upon performance indicator data		Interprets or explains how to interpret, record and act on performance indicator data	Fails to interpret or explain how to interpret, record and act on performance indicator data
S12	Engage in HACCP (Hazard Analysis and Critical Control Points)		Monitors and records a CCP or CP according to the HACCP	Fails to properly monitor and record a CCP or CP

	monitoring and controls			plan	according to the HACCP plan
<b>B1</b>	Safe working: ensures safety of self and others, food safe, challenges safety issues	Identifies and communicates potential safety health or other risks across teams and departments; takes appropriate action when others are not behaving safely	Consistently ensures safety of self and others; spots and challenges unsafe behaviour	Ensures safety of self and others, food safe, challenges safety issues	Fails to ensure the safety of self and/or others; fails to consider food safety risks; disregards unsafe behaviour
<b>B2</b>	Ownership of work: accepts responsibility and is proactive	Identifies potential issues and takes appropriate actions to minimise disruptions to workflow	Takes ownership of own work, plans work	Accepts responsibility and is proactive	Fails to take responsibility for own area of work; fails to plan work effectively
<b>B3</b>	Pride in work: aims for excellence, punctual and reliable, has 'first time right' attitude	Consistently uses time proactively and anticipates problems which may cause delays to work plans or compromise to quality	Continuously demonstrates punctuality and reliability, aims for excellence, demonstrates good time management	Aims for excellence, punctual and reliable, has 'first time right' attitude	Shows poor time keeping; accepts failure with little attempt to improve
<b>B5</b>	Integrity and respect: respect for colleagues, customers, products and equipment	Actively encourages others to respect the values of others, customers, products and equipment	Consistently shows respect for others, customers, products and equipment	Shows respect for others, customers, products and equipment	Shows little respect for others, customers, products and equipment
<b>B10</b>	Effective communication: with others,	Reviews effectiveness of and	Effectively uses a range of	Communicates effectively visually and	Shows little attempt to communicate

	listens effectively, gives and receives feedback	recommends improvements for different methods of communication; demonstrates effective influencing skills	communication techniques and demonstrates effective listening skills	verbally	with others; shows little skill in communication
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### Grade Boundaries

The practical observation will be graded fail, pass, merit or distinction, with only the Behaviour statements contributing to the grade (see below for grading descriptors).

Pass	Merit	Distinction
5-7 points	8-12 points	13-15 points

### Sample Questions

1. Describe the safety checks you would undertake on a piece of equipment you use.
2. What would you do if the ingredients you were about to use for a process were out of specification?
3. Describe what is included in a standard operating procedure.

### 1.8 Professional Dialogue and Interview (PDI)

The PDI carries a weighting of 25% within the overall apprenticeship grade.

Apprentices can only undertake the PDI once a minimum pass grade has been achieved in each of the other two end-point assessment components.

The PDI will take 30-45 minutes, during which time the IE will have specific questions to ask the apprentice.

The IE must ask 6 open/scenario-based question groups in total.

The questions will be taken from a question bank, and so individual apprentices are unlikely to be asked the same questions.

#### Time

The Professional Dialogue and Interview will take up to 45 minutes to complete.

#### Number of Questions

The IE must ask 6 open/scenario-based question groups in total.

## Venue

The PDI needs to take place in a quiet, isolated area, away from distractions.

## Assessment Specification

The IE will judge responses to the set questions against the following grading criteria.

Note that grading is derived from judgements against 6 Behaviours statements only, but all 4 Knowledge statements must also achieve a Pass in order to pass this assessment.

Standard Ref	Statement	Fail	Pass	Merit	Distinction
S3	Ensured effective handovers to appropriate colleagues.			Grading not applicable Pass/Fail only	
S8	Contributed to effective changeovers.				
S10	Contribute to Continuous Improvement (CI) activities.				
S6	Actively contributed to optimal production performance, e.g. line optimisation in the control of yields/stock levels				
B6	Working in a team	Shows no evidence of good working relationships	Builds good relationships with others	Works collaboratively, supporting others to achieve goals; contributes ideas and challenges appropriately	Builds excellent relationships with other, demonstrates knowledge and understanding of business objectives



B11	Innovation	Shows no interest in doing things differently; happy to stay in current role	Demonstrates and encourages curiosity to foster new ways of thinking and working	Constructively challenges existing ways of working; volunteers to work across different areas of the business as appropriate	Recommends and implements changes to improve own work and work of others, capable of supporting others with change or learning new skill
B7	Problem solving	Makes little effort to assist in problem solving; sees problems as the responsibility of others	Participates in problem solving	Works to identify and ensure root causes of problems are resolved, demonstrating a tenacious approach	Takes ownership for resolving problems and issues; demonstrates determination to see things through
B8	Responsiveness to change	Is resistant to change; finds the changing demands of the business difficult to adapt to	Demonstrates flexibility to changing working environment and demands	Demonstrates flexibility to get involved in different tasks; consistently reacts positively to changes and finds ways to support implementation	Looks to understand the reasons behind changes; constructively questions and challenges change; sets a positive example for others
B4	Self-development	Shows no interest in learning new skills	Seeks learning and development opportunities	Takes ownership of learning and drives the development of self and others	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
B9	Company/ industry perspective	Shows little evidence of understanding the business objectives and its place in the food industry	Demonstrates knowledge of company and food industry, acts as an ambassador	Identifies opportunities to improve own understanding of the company and wider food industry; sets an example to others	Proactively seeks to improve understanding of the company and wider food industry; actively seeks opportunities to promote the department within the business

### Grading Criteria and Marks

All professional dialogue and interview statements must be achieved to pass this assessment component. The PDI will be graded fail, pass, merit or distinction, (see above for grading descriptors).

The IE will provide a provisional mark and grade for the practical PDI and will submit the assessment record and any supporting evidence to FDO for moderation within 5 days of the assessment.

### Grade Boundaries

Pass	Merit	Distinction
6-9 points	10-15 points	16-18 points

### Sample Questions

These questions are typical of those that will be asked during the professional discussion and interview. These questions should be used to assist the apprentice to practise before the EPA.

Standard reference	Sample question
S8	<p>The first set of questions is about effective handovers between production personnel and also effective changeovers of product on a production line.</p> <ul style="list-style-type: none"> <li>• What would you do to ensure that a product changeover is carried out smoothly?</li> </ul>
S6	<p>The second set of questions is about how you help optimise production performance and how you have contributed to a continuous improvement exercise.</p> <ul style="list-style-type: none"> <li>• Why is it important for line production to be efficient and how have you contributed to line efficiency?</li> </ul>
B11	<p>The third set of questions is about team working and building relationships, and also how you have taken the initiative to introduce new ways of working.</p> <ul style="list-style-type: none"> <li>• Give an example of a suggestion for improvement that you have made at work. How did it improve the business?</li> </ul>
B8	<p>The fourth set of questions is about problem solving and how flexible you are in response to the changing demands of the business.</p> <ul style="list-style-type: none"> <li>• How do you adapt to different work demands and changes to your work? Give an example.</li> </ul>
B4	<p>The fifth question is about self-development and what you have done to improve your knowledge or skills.</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>
B9	<p>The final question is about your desire to learn about the business and the wider food industry.</p> <ul style="list-style-type: none"> <li>• What efforts have you made to improve your understanding of the business and the sector it operates in?</li> </ul>

The PDI 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

After completing all three 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 days of the assessment taking place. Any supporting photographic and

digital recording evidence will also be submitted to FDQ. A final grade will be confirmed by FDQ.

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

The apprenticeship grade will be based on the outcomes from the knowledge test, observation and professional dialogue and interview.

- Knowledge test: awarded a pass mark and grade - weighting 15%
- Practical Observation: awarded a pass mark and grade - weighting 60%
- Professional dialogue and interview: awarded a pass mark and a grade - weighting 25%.

Each component of the End-point Assessment is individually marked and awarded a pass, merit or distinction based on the guidance given in this Handbook. To achieve a pass overall the candidate must achieve a minimum of a pass in each of the End-point Assessment components: knowledge test, practical observation and professional dialogue and interview.

In order to achieve a grade above a pass candidates are required to achieve a minimum of merit or distinction in the practical observation and one of either the knowledge test and professional dialogue and interview (totalling 75% of the weighting). To achieve a distinction the individual must achieve more than a pass for all components. See summary in the table below.

Knowledge Test	Practical Observation	Professional Dialogue and Interview	Overall Grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Pass
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Pass
Merit	Pass	Distinction	Pass
Distinction	Pass	Merit	Pass
Distinction	Pass	Distinction	Pass
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	Merit
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 of an apprentice onto the apprenticeship programme a requirement for a reasonable adjustment is identified 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](http://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 and the 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](mailto:epa@fdq.org.uk).

### **Enquiry policy and procedures for training providers, employers and learners**

Verbal, written or email enquiries from training providers, employers and apprentices are welcomed. These should be directed in the first instance via either the general FDQ email address: [fdq@fdq.org.uk](mailto: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](mailto: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 all or part of the EPA, the employer and apprentice have two choices. Either:

- apply to re-take part or all of the EPA tests **or**
- make an appeal to FDQ if you disagree with the result.

If the **Knowledge test** component is failed with 13-17 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 13 correct answers are achieved, the apprentice must re-take, and in so doing, undertake further learning. In this case, the

test must be conducted within 6 months of the original EPA day, otherwise all 3 components must be re-sat.

The **Practical Observation** and **Professional Discussion and Interview** assessment components are not allowed re-sits, only re-takes involving further periods of study and must be conducted within 6 months of the original EPA day, otherwise all 3 components must be re-sat.

#### **1.14 Re-sits / re-takes**

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

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

The timescale for the re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 4 weeks of the EPA result notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 8 weeks of the EPA outcome notification.

All assessment methods must be taken within a 12 week period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade. If the apprentice has to resit or retake any part of the EPA, the apprentice cannot be awarded a distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of a pass unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take

There is no limit on the number of re-sits/re-takes.

Apprentices will complete a different multiple-choice test and/or practical observations with questioning when taking a re-sit/re-take.

However, if an apprentice fails the test day at their first attempt, the maximum grade awarded for a re-sit/re-take is merit. The apprentice cannot achieve a distinction.

#### **1.15 Appeals and Complaints**

FDQ is committed to providing the highest levels of service to its customers, including training providers 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. The FDQ Complaints policy and procedure is available at [www.fdq.org.uk](http://www.fdq.org.uk).

However, in the event that a customer remains dissatisfied having exhausted these procedures, they have recourse to the appeals process, using FDQ's Appeals policy and procedure available at [www.fdq.org.uk](http://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 the EPA**

We hope this handbook has been helpful and has given you an insight into the requirements for the Food & drink process operator standard and the 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](mailto:epa@fdq.org.uk).

**Tel:** 0113 3970 395



## Appendix 1: End-point Assessment Site Visit

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

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

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

<p><b>Hygiene facilities</b></p> <p>Hand washing and toilet facilities</p> <p>Boot washing (if applicable)</p>		
<p><b>Physical resources</b></p>		
<p>Interview Room with 'Quiet. Exam in progress' sign</p> <p>Processing, packing and labelling equipment as relevant to the products being manufactured</p> <p>Minimal/completely free from distraction for the period of the assessment</p>		
<p><b>Food Safety rating</b></p>		
<p><b>Dedicated assessment area</b></p> <p>minimal/completely free from distraction for the period of the assessment</p> <p>Clock</p>		
<p><b>Internet access</b></p> <p>To enable on-line knowledge testing (if appropriate)</p>		
<p><b>First aid</b></p> <p>Equipment</p> <p>First aider availability</p>		

<p><b>Employer information if applicable</b></p> <p>HACCP Plan</p> <p>Job Specification</p> <p>Employer vision</p> <p>Culture values etc</p>		
<p><b>Decision</b></p>		

<p><b>Additional information</b></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 apprentice/employer 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

<b>Apprentice Name</b>	
<b>Date of EPA</b>	
<b>Allocated IE</b>	
<b>Allocated IQA</b>	
<b>EPA Venue &amp; address</b>	
<b>Date Emailed to Employer and Apprentice</b>	

### Example Timetable

<b>Apprentice &amp; IE to Arrive</b>	09.00hrs Independent Examiner (IE) arrives on-site for introductions and authenticity check IE briefs the Apprentice on the format of the day	Comments: Designated room available
<b>Knowledge Test (KT)</b>	09.15hrs – 10.15hrs Knowledge Test (60 minutes)	Comments: Designated room available
<b>Review KT and Comfort Break</b>	10.15hrs – 10.30hrs	Comments: IE to mark KT to establish a minimum award of a Pass Grade to progress to the next stage of the EPA. Apprentice to take a short break.
<b>Practical Observation (PO)</b>	10.30hrs – 12.30hrs Practical Workplace Observation and Supplementary Questions (120 minutes)	Comments: Consent for photographic evidence and voice recording
<b>Review PO and Comfort Break</b>	12.30hrs- 13.30hrs	Comments: IE to mark PO to establish a minimum award of a Pass Grade to progress to the next stage of the EPA. Apprentice to take a short break.
<b>Professional Dialogue and Interview (PDI)</b>	13.30hrs – 14.15hrs Duration of 30 – 45 minutes	Comments: Designated room available. Consent for voice recording
<b>Completion of EPA</b>	14.15hrs Finish	
<b>Additional Requirements</b>	Photographic identification for authenticity Isolated room for introductions and Professional Dialogue and Interview Consent for photographic evidence and voice recording	

### Appendix 3: Feedback Form

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

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

Thank you for taking the time to complete this form. Please return it to FDQ by email: [fdq@fdq.org.uk](mailto:fdq@fdq.org.uk)

## Appendix 4: JCQ Guidelines

These Guidelines 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.**

<b>A Regulations – Make sure you understand the rules</b>	
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 <b>must not</b> take into the exam room: a) <b>notes</b> ; b) <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.</b>  <b>Any pencil cases taken into the exam room must be see-through.</b> <b>Remember:</b> 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 <b>must not</b> 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>B Information – Make sure you attend your exams and bring what you need</b>	
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 <b>must</b> 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.

<b>C Calculators, Dictionaries and Computer Spell-checkers</b>	
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.
<b>D Instructions during the exam</b>	
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	<b>When the invigilator tells you</b> , fill in all the details required on the front of the question paper and/or the answer booklet <b>before</b> 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.
<b>E Advice and assistance</b>	
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.
<b>F At the end of the exam</b>	
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.



