

## FDQ - Qualification Specification

| FDQ number | Qualification title  | EPA Plan number | EQF Level | Qualification Number (QN) |
|------------|--|-----------------|-----------|---------------------------|
| 311-313    | FDQ Level 2 End-point Assessment for Food & Drink Process Operator | ST0199/AP03     | 3         | 610/0413/3                |

### Purpose overview

This End-point Assessment (EPA) qualification is designed for learners who have completed the on-programme training for the Food & Drink Process Operator standard apprenticeship. Successful completion of this EPA confers the correct level of knowledge, skills and behaviours specified in the apprenticeship standard, and contributes towards the achievement of the Level 2 Food & Drink Process Operator apprenticeship. FDQ provides an EPA statement of results but certification of the complete apprenticeship standard is provided by the Education and Skills Funding Agency (ESFA).

### Regulation

The EPA qualification is externally quality assured by Ofqual.

### Entry Requirements

Learners need to be 16 years old or over to take this qualification, employed or contracted in a workplace and enrolled on the Food & Drink Process Operator standard apprenticeship.

Prior to taking this EPA qualification, entrants should meet the Level 2 Food & Drink Process Operator gateway requirements as specified in the assessment plan:

- On and off the job training to develop knowledge, skills and behaviours as specified in the apprenticeship standard
- Achieved English and mathematics Level 1 and taken the tests for Level 2 \*
- A portfolio of evidence to support the interview

\*For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

## Qualification Content

This qualification tests the mandatory knowledge, skills and behaviours set out in the Food & Drink Process Operator standard including: food and drink processing and quality assurance; operating tools, equipment and machinery correctly; monitoring throughput for a line against key performance indicators; common faults and issues in food and drink production. In addition they will be tested on their knowledge of stock control, audits and basic continuous improvement techniques. Apprentices will have a solid grounding in most aspects of food production and manufacturing and have a good level of product knowledge.

Entrants will undergo three test components as detailed on the following pages, which must all be passed to achieve the apprenticeship. The apprentice is awarded a final grade of fail, pass, merit or distinction.

## This qualification could lead to

This qualification will support progression to further learning in:

### 1. Subject areas including:

- Food safety and quality
- Hygiene and plant safety
- Continuous improvement

### 2. Further qualifications and apprenticeships including:

- Level 3 EPA for Food and Drink Technical Operator
- Level 3 EPA for Food Technologist
- Level 3 Award in HACCP for Food Manufacturing
- Level 3 Award in Health and Safety in the Food Supply Chain Business
- Level 3 Award in Food Safety Supervision for the Food Industry

## Qualification support

The Level 2 Food & Drink Process Operator standard and assessment plan has been developed by the Food & Drink Process Operator apprenticeship employer group and approved by the Institute for Apprenticeships and Technical Education (IfATE); Ofqual carries out external quality assurance of the EPA. The FDQ EPA qualification is supported by the Food and Drink Training and Education Council and a range of employers and training providers.

## Further information

Further information can be obtained from our website at: <http://www.fdq.org.uk>

Or by contacting FDQ:

Tel: 0113 859 1266

E mail: [fdq@fdq.org.uk](mailto:fdq@fdq.org.uk)

## Methods of Assessment

The qualification includes 3 assessment components, each of which must achieve a pass in order to pass the EPA requirement of the Level 2 Food & Drink Process Operator apprenticeship.

Specifications for each of the assessment components are available on FDQ's secure system FDQAwards. Please contact FDQ's EPA team at [epa@fdq.org.uk](mailto:epa@fdq.org.uk) for more information.

Overall grading of the EPA qualification is fail, pass, merit or distinction, which is calculated from the combination of grades achieved in each of the three assessment instruments.

The three assessment instruments may be undertaken in any order within the typical three-month gateway period and assessment on each may be undertaken by a number of different independent examiners.

## Assessment Instruments and Time Allowed

| Level 2 EPA for Food & Drink Process Operator ST0199 AP03 |                             |
|---|-----------------------------|
| Assessment Instruments and possible grades                |                             |
| Instrument  | Possible grades             |
| Multiple-choice test (MCT)                                | Fail/pass/distinction       |
| Observation with questions (OQ)                           | Fail/pass/distinction       |
| Interview underpinned by portfolio of evidence (IPE)      | Fail/pass                   |
| Overall apprenticeship grading                            | Fail/pass/merit/distinction |

| Test structure |  | Time allowed |
|----------------|--|--------------|
| MCT            | 40 multiple choice questions, with 1 mark awarded for each correct answer. | 60 mins      |
| OQ             | Naturally occurring observation with a minimum of 4 open questions.        | 120-132 mins |
| IPE            | Minimum of 6 open questions based on portfolio of evidence                 | 45-50 mins   |

## Qualification scope

The qualification will assess the following knowledge, skills and behaviours:

| Standard Ref | Knowledge to be assessed   | Assessment Method |    |     |
|--------------|--|-------------------|----|-----|
|              |  | MCT               | OQ | IPE |
| K1           | The food and drink sector. Types of organisations: branded and non-branded, high and low care sites. Types of food and drink products. Product origin and end-to-end supply chain. Customers and consumers. Customer requirements. Seasonal impact on product demand. Current food and drink trends. | •                 |    |     |
| K2           | Food and drink process operator's role. Position within business. How it adds value to customer and consumer. Limits of autonomy.  |                   |    | •   |
| K3           | Standard Operating Procedures (SOPs). What they are and why they are important.  |                   | •  |     |
| K4           | Quality assurance requirements and monitoring processes.   |                   | •  |     |
| K5           | Tools and equipment used in food and drink production. Control systems. Requirements for cleaning, care, and operational checks.   |                   | •  |     |
| K6           | Performance data in food and drink manufacturing.  |                   | •  |     |
| K7           | Characteristics and properties of food and drink products: ambient, frozen, fresh, chilled, confectionery, liquid. Handling requirements. Effects of external influences.  | •                 |    |     |
| K8           | Stock requirements. Control systems. Stock rotation.   |                   |    | •   |

| Standard Ref | Skills to be assessed   | Assessment Method |    |     |
|--------------|---|-------------------|----|-----|
|              |   | MCT               | OQ | IPE |
| K9           | Food safety. Hazard Analysis Critical Control Points (HACCP). Good manufacturing practice (GMP) in the food industry. Chemical and foreign body contamination prevention. Metal detectors and non-metallic detection. Allergen control. Labelling. Personal hygiene.                                  | •                 |    |     |
| K10i         | Risk assessments and safe systems of work. Personal Protective Equipment (PPE).   |                   | •  |     |
| K10ii        | Health and Safety at Work Act – responsibilities. Control of Substances Hazardous to Health (COSHH). Manual handling. Situational awareness. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls. Safety equipment: guards, signage, fire extinguishers. | •                 |    |     |
| K11i         | Recycling.  |                   | •  |     |
| K11ii        | Environment and sustainability. Types of pollution and control measures: noise, smells, spills, and waste. Efficient use of resources. Waste reduction and waste streams.   | •                 |    |     |
| K12          | Common faults and issues in food and drink production. Problem solving.   |                   |    | •   |
| K13          | Basic continuous improvement techniques: 5S, KAIZEN.  |                   |    | •   |
| K14          | Internal and external audits in the food and drink sector.  |                   |    | •   |

| Standard Ref | Skills to be assessed   | Assessment Method |    |     |
|--------------|---|-------------------|----|-----|
|              |   | MCT               | OQ | IPE |
| K15          | Information technology: production equipment digital interfaces, virtual learning platforms, management information systems, word processing, email. General data protection regulation (GDPR). |                   |    | •   |
| K16          | Documentation requirements for example, line records.   |                   |    | •   |
| K17          | Communication techniques – verbal and non-verbal.   |                   | •  |     |
| K18          | Reporting procedures.   |                   |    | •   |
| K19          | Principles of good team working.  |                   | •  |     |
| S1           | Follow food and drink production SOPs.  |                   | •  |     |
| S2           | Apply product quality assurance SOPs.   |                   | •  |     |
| S3           | Scan control, monitor and rotate stock.   |                   |    | •   |
| S4           | Check and use tools and operate equipment and machinery.  |                   | •  |     |
| S5           | Clean tools, equipment or lines.  |                   | •  |     |
| S6           | Comply with food safety regulations and procedures.   |                   | •  |     |
| S7           | Comply with health and safety regulations and procedures.   |                   | •  |     |



| Standard Ref | Skills to be assessed  | Assessment Method |    |     |
|--------------|--|-------------------|----|-----|
|              |  | MCT               | OQ | IPE |
| S8           | Comply with environmental and sustainability regulations and procedures. Identify and segregate resources for reuse, recycling and disposal. |                   | •  |     |
| S9           | Identify and resolve issues. Report issues.  |                   |    | •   |
| S10          | Apply basic continuous improvement techniques.   |                   |    | •   |
| S11          | Apply fault-finding and problem-solving techniques to common problems.   |                   |    | •   |
| S12          | Collect and interpret information – text and data.   |                   | •  |     |
| S13          | Record information - paper based or electronic.  |                   | •  |     |
| S14          | Use information technology.  |                   |    | •   |
| S15          | Follow work instructions - verbal or written.  |                   | •  |     |
| S16          | Communicate with colleagues - verbal and non-verbal.   |                   | •  |     |
| B1           | Put health and safety, and food safety first.  |                   | •  |     |
| B2           | Put the environment and sustainability first.  |                   | •  |     |
| B3           | Take ownership of given work.  |                   | •  |     |

| Standard Ref | Behaviours to be assessed                    | Assessment Method |    |     |
|--------------|--|-------------------|----|-----|
|              |  | MCT               | OQ | IPE |
| B4           | Team-focus to meet work goals.               |                   | •  |     |
| B5           | Adapt to changing work requests.             |                   |    | •   |
| B6           | Seek learning and development opportunities. |                   |    | •   |

## Grading Criteria

The three assessment components are assessed using the grading criteria on the following pages.

## OQ Grading Criteria

| L2 EPA for Food & Drink Process Operator ST0199 AP03  |   |   |
|---|---|---|
| Observation with questions - Grading criteria   |   |   |
| Theme KSBs  | Pass Descriptors<br>In order to achieve a pass, apprentices must demonstrate all of the pass descriptors  | Distinction Descriptors<br>In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors                                       |
| Food and drink processing and quality assurance<br><b>K3 K4 S1 S2</b>   | Follows standard operating procedures (SOPs) and applies quality assurance monitoring processes to produce products that meet specification. (K3, K4, S1, S2)   | Identifies potential issues that could arise in food and drink processing. Explains how they help prevent them occurring by following production and quality assurance SOPs. (K3, K4, S1, S2) |
| Monitor product throughput for a line against key performance indicators (KPIs)<br><b>K6 S12 S13</b>          | Reads, interprets, collects and records performance information following procedures. (K6, S12, S13)  | Explains how performance data they collect and record supports food and drink production. (K6, S12, S13)  |
| Use or operate tools, equipment, and machinery<br><b>K5 S4 S5</b>   | Checks tools and equipment in line with operating instructions or manufacturers' guidelines.<br><br>Uses tools and operates equipment and machinery required for the production task in line with operating instructions or manufacturers' guidelines.<br><br>Cleans tools, equipment or lines in line with operating instructions or manufacturers' guidelines. (K5, S4, S5) | Applies techniques in the use of tools and equipment to achieve production efficiencies. For example, works in a logical order, avoids the need to back-track. (K5, S4)                       |
| Comply with food safety, health and safety, and environmental requirements<br><b>K10i K11i S6 S7 S8 B1 B2</b> | Maintains and prioritises health and safety, and food safety by complying with company health and safety, food safety, environmental and sustainability procedures, and risk assessments  | Explains reasons why it is important to follow health and safety, food safety and environmental and sustainability procedures and put them first. (K10i,                                      |

|  |   |  |
|--|---|--|
|  | and safe systems of work; wears appropriate PPE. Follows hygiene procedures and follows method statements. Disposes of waste and recycles in line with procedures.<br>(K10i, K11i, S6, S7, S8, B1, B2)  | K11i, B1, B2)  |
| Work as part of a team<br><b>K17 K19 S15 S16 B3 B4</b>                                 | Provides verbal and non-verbal information required for tasks that meets the needs of the audience and supports commitment to team working.<br>(K17, K19, S16, B4)<br><br>Takes responsibility to complete allocated tasks, follows instructions. Asks for help where required. (S15, B3) | Applies team working techniques to achieve production efficiencies. For example, proactively seeks to help others. (K19, B4) |
| <b>Fail: apprentices will fail if they do not demonstrate all the pass descriptors</b> |   |  |

### IPE Grading Criteria

| L2 EPA for Food & Drink Process Operator ST0199 AP03<br>Interview underpinned by portfolio of evidence – Grading criteria |   |
|---|---|
| Theme/KSBs  | Pass Descriptors  |
| <b>Theme 1</b><br>Food and drink process operator's role<br>K2 K18 B5 B6  | Describes the food and drink process operator role identifying: <ul style="list-style-type: none"> <li>• position in company</li> <li>• how it adds value to customer and consumer</li> <li>• limits of autonomy</li> <li>• reporting procedures (K2, K18)</li> </ul> Describes when they have been adaptable in the workplace and responded to changing demands. (B5)<br><br>Outlines different types of learning and development they have undertaken and their plans for learning and development and its potential benefits. (B6) |

|  |  |
|--|--|
| <p><b>Theme 2</b><br/>Common faults and issues in food and drink production, fault-finding and problem solving</p> <p>K12 S9 S11</p> | <p>Describes when they have identified a common product problem or fault and applied problem solving to identify the underlying cause, resolving the issue in line with procedures. Describes how they report issues beyond their limit of authority in line with procedures. (K12, S9, S11)</p> |
| <p><b>Theme 3</b><br/>Continuous improvement</p> <p>K13 S10</p>  | <p>Describes how they use basic continuous improvement techniques to contribute to continuous improvement. (K13, S10)</p>  |
| <p><b>Theme 4</b><br/>Audits - internal and external</p> <p>K14</p>  | <p>Describes different types of audits that take place and how their work impacts on results. (K14)</p>  |
| <p><b>Theme 5</b><br/>Stock control</p> <p>K8 S3</p>   | <p>Describes how they scan control, monitor and rotate stock, identifying factors that need to be considered. (K8, S3)</p>   |
| <p><b>Theme 6</b><br/>Documentation</p> <p>K15 K16 S14</p>   | <p>Describes how they use various forms of IT and the importance of data protection and security. (K15, S14)</p> <p>Describes the correct purpose and requirements for given food and drink documentation. (K16)</p>   |

Grades for each component are calculated as follows:

| Assessment component | Grading calculation   |
|----------------------|---|
| MCT                  | 40 x multiple choice questions: 1 mark for each correct answer<br><b>Available grades: Fail/pass/distinction</b><br><b>Grade boundaries:</b><br><b>Fail:</b> 0-27 marks out of 40<br><b>Pass:</b> 28-33 marks out of 40<br><b>Distinction:</b> 34-40 marks out of 40  |
| OQ                   | The observation and questions are marked holistically against the grading criteria below and using the following grade calculation as a guide:<br><b>Available grades: Fail/pass/distinction</b><br><b>Grade boundaries:</b><br><b>Fail:</b> Less than 5 Pass grading criteria achieved<br><b>Pass:</b> 5 Pass grading criteria achieved<br><b>Distinction:</b> 5 Distinction grading criteria achieved |
| IPE                  | The IPE is marked against the grading criteria below.<br><b>Available grades: Fail/pass</b><br><b>Fail:</b> one or more Pass grading criteria are not achieved<br><b>Pass:</b> all Pass grading criteria are achieved   |

### Overall EPA grade calculation:

Grades from individual assessment methods are combined in the following way to determine the grade of the EPA as a whole:

(Any grade = fail, pass, distinction for MCT or OQ; fail, pass for IPE)

| Assessment method 1 – Multiple-choice test | Assessment method 2 – Observation with questions | Assessment method 3 – Interview underpinned by a portfolio of evidence | Overall Grade |
|--|--|--|---------------|
| Any grade                                  | Fail   | Any grade  | Fail          |
| Any grade                                  | Any grade  | Fail   | Fail          |
| Fail                                       | Any grade  | Any grade  | Fail          |
| Pass                                       | Pass   | Pass   | Pass          |
| Distinction                                | Pass   | Pass   | Pass          |
| Pass                                       | Distinction                                      | Pass   | Merit         |
| Distinction                                | Distinction                                      | Pass   | Distinction   |

## Specimen assessments

### MCT example questions:

#### Question 1:

Which of the following is the most common cause of accidents in the workplace?

- a. Items falling from a height
- b. Guards being removed from equipment
- c. Slips, trips and falls
- d. Cuts from knives

Answer: C

#### Question 2

Which of the following is subject to COSHH regulations?

- a. Cleaning chemicals
- b. Water supplies
- c. Meat and meat products
- d. Food additives

Answer: A

#### 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

Answer: D

## IPE example questions:

| Theme  | Sample question   |
|--|---|
| Food and drink process operator's role   | Theme 1 is about your role as an operator on the production line. <ul style="list-style-type: none"> <li>• What factors of your job role directly impact on the final product quality to customers?</li> </ul>  |
| Common faults and issues in food and drink production, fault-finding and problem solving | Theme 2 is about common faults and issues in production, how you find the fault and resolve problems. <ul style="list-style-type: none"> <li>• Can you give an example of a common problem on your line and how you identified the fault and solution?</li> </ul> |
| Continuous improvement   | Theme 3 is about continuous improvement <ul style="list-style-type: none"> <li>• Give an example of a suggestion for improvement that you have made.</li> <li>• How did it improve the business?</li> </ul>   |

## Additional information and guidance

This specification should be read in conjunction with additional information relating to the EPA and Food and Drink Process Operator apprenticeship, which can be found in the following documents:

- Food & Drink Process Operator End-point Assessment Plan ST0199/AP03, available from [https://www.instituteforapprenticeships.org/media/5515/st0199\\_food-and-drink-process-operator\\_l2\\_epa\\_for-publication.pdf](https://www.instituteforapprenticeships.org/media/5515/st0199_food-and-drink-process-operator_l2_epa_for-publication.pdf)
- Food & Drink Process Operator Apprenticeship Standard ST0199, available from <https://www.instituteforapprenticeships.org/apprenticeship-standards/food-and-drink-process-operator-v1-1>



- Food & Drink Process Operator Apprenticeship Standard ST0199/AP03 – Employer and Training Provider Guide to End-point Assessment, available from [epa@fdq.org.uk](mailto:epa@fdq.org.uk)

FDQ has produced a number of guidance documents and specimen assessments to support apprentices, training providers and employers. Please contact [epa@fdq.org.uk](mailto:epa@fdq.org.uk) for further details.

## Record of revisions to this document

| Version | Description of change  | Date       |
|---------|--|------------|
| 2.0     | Amendment to grading criteria tables for OQ and IPE<br>Minor amendments and formatting changes | 23/11/2022 |
|         |  |            |
|         |  |            |

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