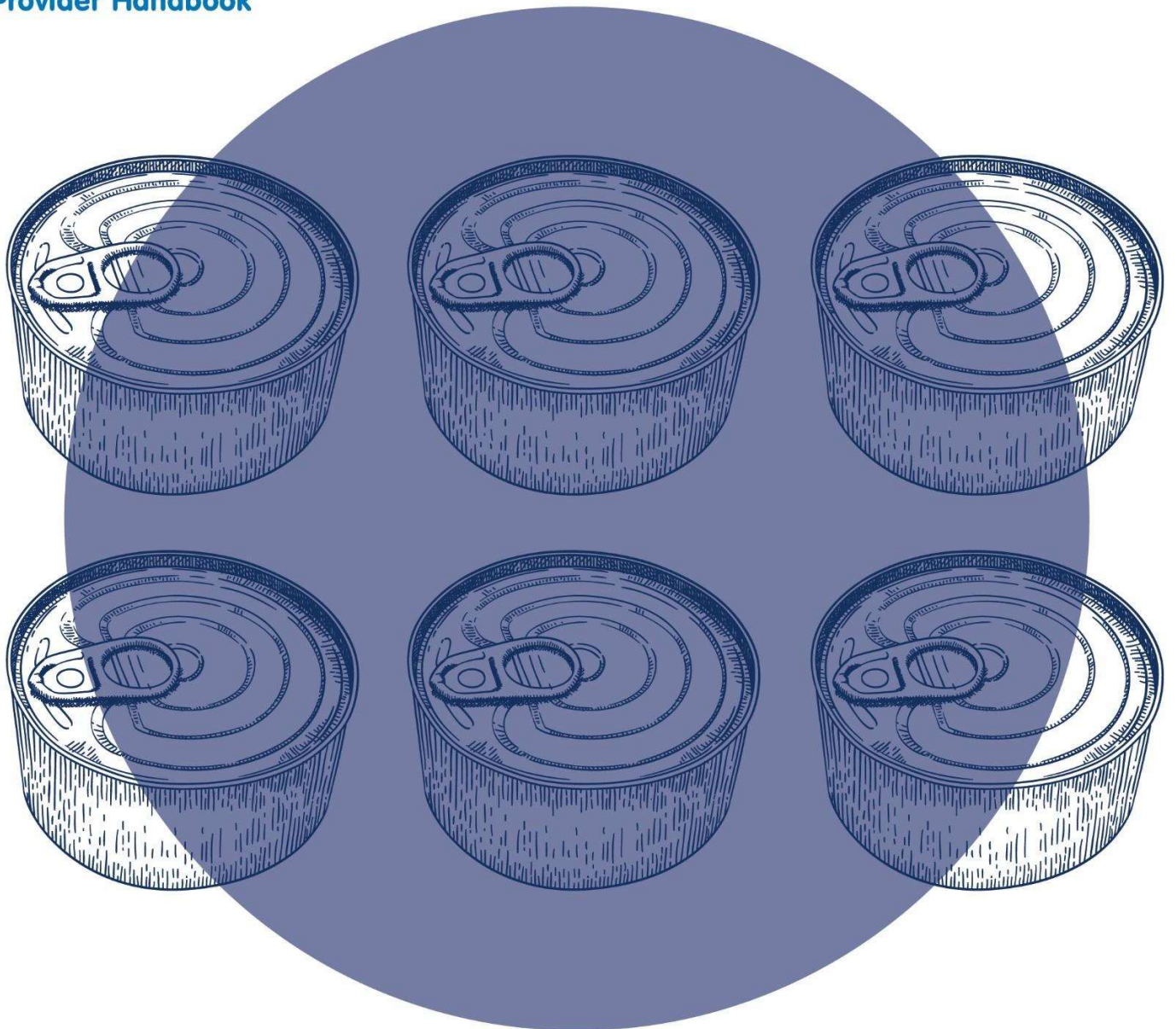


Level 3 End-point Assessment for Food and Drink Advanced Process Operator



ST0196

**Employer and Training
Provider Handbook**



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Document History

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

The change log summarises changes to the document from January 2019 onwards. Previous changes were recorded separately and are held by the Quality Director.

| Date | Section | Change |
|----------------|-------------|--|
| October 2019 | Front cover | New branding applied |
| September 2020 | 1.7 | S12 removed from grading criteria list in PO. S12 already included in PI grading criteria. |
| | | |
| | | |

Section 1: Level 3 End-point Assessment for Food & Drink Advanced Process Operator ST0196 Employer and Training Provider Guide

This document is to give all parties guidance, support and a full understanding of the Apprenticeship Standard: Level 3 End point assessment for Food & Drink Advanced Process Operator ST0196 requirements.

This document should be read in conjunction with FDQ's assessment policies and procedures found at www.fdq.org.uk/aboutpolicies

1.1 Apprentice readiness for EPA

Prior to the EPA taking place, the apprentice, in conjunction with their employer will agree that they are ready for their End-point Assessment. The employer is required to confirm readiness for EPA by completing the Gateway declaration form. This will confirm that the apprentice has met the core knowledge, skills and behaviours set out in the Food & Drink Advanced Process Operator Apprenticeship Standard. The 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:

- Completion and certification for the Level 3 Diploma in Food & Drink Operations
- Functional skills in English and Maths at level 2

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), Independent Quality Assurer (IQA) or End-point Assessment Manager (EPAM) to introduce the service and meet all parties involved. This may include 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 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 (PO) (4 hrs maximum) in order to enable the apprentice to demonstrate the required activities, as well as a quiet area/room for asking supplementary questions and conducting the Presentation and Interview (PI) (105 mins maximum).

- The Apprentice guide to the EPA will be given to the apprentice
- The Employer and or the Training Provider will be given a copy of the terms and conditions contract for EPA, which should also be signed prior to the EPA commencement.

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 written **Knowledge Test (KT)**, answered through multiple choice questions and extended answer questions, which will normally take place on a date prior to the other assessment 2 components.
- **Practical Observation (PO)** which will be undertaken in the workplace
- **Presentation and interview (PI)** which will be undertaken in a quiet area away from the workplace

The example timetable in Appendix 2 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.

1.5 Assessment Methods

(Adapted from: Food & Drink Advanced Process Operator Apprenticeship Standard Level 3: End-point Assessment Plan ST0196/AP05)

| EPA Assessment Method | Key |
|-------------------------------------|-----|
| Knowledge Test (Multiple Choice and | KT |

| | |
|----------------------------|----|
| Extended Answer Questions) | |
| Practical Observation | PO |
| Presentation & Interview | PI |

Each assessment method will assess specific Knowledge, Skills and Behaviours statements listed in the apprenticeship standard, as summarised in table 1 below:

| Standard Ref | Knowledge to be assessed | Assessment Method | | |
|--------------|--|-------------------|----|----|
| | | KT | PO | PI |
| K1 | Principles of plant maintenance of equipment and processes | • | | |
| K2 | How to identify and resolve technical problems (including products, equipment and safety) in line with organisational processes | • | | • |
| K3 | The process of introducing new processes, products and machinery | • | | |
| K4 | The wider business environment: internal and external customers, profitability and commercial awareness | • | | |
| K5 | Principles of monitoring and assessing risks, including Hazard Analysis and Critical Control Points (HACCP) | • | • | |
| K6 | Principles of team leading, training, mentoring and buddying | • | | |
| K7 | Principles of asset care | • | | |
| K8 | Principles of data analysis and food operations | • | • | • |
| K9 | Principles of continuous improvement | • | | • |
| K10 | Principles of incident management | • | | |
| K11 | Principles of multistage operations, including start-up, shutdown and changeovers, in line with Standard Operating Procedures (SOPs) | • | | |
| K12 | Principles of internal and external audits | • | | |
| K13 | Principles of high-quality systems | • | • | |
| K14 | Principles of environmental management systems | • | | |

| K15 | Principles of health and safety systems | • | • | |
|--------------|---|-------------------|----|-----|
| K16 | Principles of food science and technology | • | | |
| K17 | Principles of planning and stock control | • | | |
| Standard Ref | | Assessment Method | | |
| | Skills to be assessed | KT | PO | PDI |
| S1 | Ensure compliance with Health and Safety regulations, e.g. Isolation and Lock-off, guarding, PPE, Manual Handling | | • | |
| S2 | Contribute to risk assessment | | • | |
| S3 | Analyse and report data | | • | • |
| S4 | Anticipate potential problems or delays and plan accordingly | | | • |
| S5 | Use problem solving techniques to eliminate root cause of problems | | | • |
| S6 | Evaluate and improve production in line with Continuous Improvement (CI) techniques and take responsibility for CI activity | | | • |
| S7 | Take action to minimise waste | | • | |
| S8 | Carry out routine and specialist maintenance of equipment, in line with organisational guidelines | | • | |
| S9 | Execute incident management protocols | | | • |
| S10 | Support a variety of internal audits | | | • |
| S11 | Participate in external audits, in line with organisational procedures | | | • |
| S12 | Contribute to the development and improvement of quality controls | | | • |
| S13 | Carry out testing for quality control | | • | |
| S14 | Take part in mentoring, buddying and on-the-job training | | | • |

| | | | | |
|---------------------|---|--------------------------|-----------|-----------|
| S15 | Interpret and implement Standard Operating Procedures and Technical Compliance procedures to ensure working towards best practices | | • | |
| | | Assessment Method | | |
| Standard Ref | Behaviours to be assessed | KT | PO | PI |
| B1 | Safe working: ensures safety of self and others, food safe, challenges safety issues | | • | |
| B2 | Ownership of work: accepts responsibility, is proactive, plans work | | • | |
| B3 | Pride in work: aims for excellence, time management | | • | |
| B4 | Self-development: proposes objectives to support the business, seeks learning, drives the development of self and others | | | • |
| B5 | Integrity and respect: respect for colleagues, adapts style where appropriate | | • | |
| B6 | Working in a team: builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example | | | • |
| B7 | Problem solving: works to identify and ensure root causes are resolved, demonstrating a tenacious approach | | | • |
| 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 communicator at all levels | | • | |
| B11 | Demonstrates and encourages curiosity to foster new ways of thinking and working | | | • |
| B12 | Acts in alignment with the business vision and values | | | • |

1.6 Knowledge Test (KT)

The Knowledge test consists of 30 multiple choice questions (MCQs) and 5 extended answer questions (EAQs). The apprentice will be given 90 minutes to complete the test,

which will be carried out under normal exam conditions. The Knowledge Test 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 Knowledge Test well within the mandatory 90 minutes then they must read through their test paper to ensure they agree with the answers that they have given.

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

Time

90 minutes are allowed to complete the test.

Number of Items

30 MCQs and 5 EAQs

Venue

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

Assessment Specification

The test specification for the Knowledge test component of the EPA is found below.

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

The multiple-choice test specification in Table 3 shows the total number of MCQs for each knowledge statement in the L3 Food & Drink Advanced Process Operator Standard. It also shows which of the 17 knowledge statements will be tested by EAQs.

Expanded guidance on the subjects/topics that may be tested for each range statement is provided. This is a definitive list of subjects/topics for the EPA test.

| Standard Ref | Knowledge Statement | Range | | No of MCQs | Total No of MCQs | Total No of EAQs |
|--------------|--|-------|--|------------|------------------|------------------|
| K1 | Principles of plant maintenance of equipment and processes | 1.1 | Factors to consider when operators undertake maintenance activities | 1 | 2 | 0 |
| | | 1.2 | Differences between operator asset care and planned maintenance activities | 1 | | |

| | | | | | | |
|----|---|-----|---|---|---|---|
| K2 | How to identify and resolve technical problems (including products, equipment and safety) in line with organisational processes | 2.1 | Problem solving techniques, such as fishbone diagrams, root cause analysis, problem definition | 1 | 2 | 0 |
| | | 2.2 | Type of problems that can occur in food and drink manufacture; evaluation of problem solutions | 1 | | |
| K3 | The process of introducing new processes, products and machinery | 3.1 | Key planning stages to follow when introducing new processes, products and machinery | 1 | 2 | 0 |
| | | 3.2 | The importance of evaluating and training on new processes, products and machinery | 1 | | |
| K4 | The wider business environment: internal and external customers, profitability and commercial awareness | 4.1 | Definitions of revenue and profitability; factors affecting revenue and profitability of a food business | 1 | 2 | 0 |
| | | 4.2 | Internal and external customer service and its importance; typical external customer service activities | 1 | | |
| K5 | Principles of monitoring and assessing risks, including Hazard Analysis and Critical Control Points (HACCP) | 5.1 | Assessing and monitoring risks in health and safety | 1 | 3 | 1 |
| | | 5.2 | Assessing and monitoring risks in food safety, including the design of HACCP based procedures | 1 | | |
| | | 5.3 | Validation of HACCP based procedures; the supervisor's role in training, verifying and reporting of HACCP | 1 | | |
| K6 | Principles of team leading, training, mentoring and buddying | 6.1 | Effective communication, objective setting, embedding organisational culture | 1 | 2 | 0 |
| | | 6.2 | Developing individuals by mentoring and buddying to improve performance | 1 | | |

| | | | | | | |
|-----|--|------|---|---|---|---|
| K7 | Principles of asset care | 7.1 | Types of operator asset care, expectations, limits, health and safety, environmental considerations | 1 | 2 | 1 |
| | | 7.2 | Importance and types of planned maintenance activity; planning and monitoring | 1 | | |
| K8 | Principles of data analysis and food operations | 8.1 | Methods of collecting data; analysis of data using techniques such as statistical process control; key performance indicators | 1 | 1 | 1 |
| K9 | Principles of continuous improvement | 9.1 | Importance of CI; examples of CI techniques such as Kaizen, SMED, 5S; issues and barriers to successful CI implementation | 1 | 1 | 1 |
| K10 | Principles of incident management | 10.1 | Difference between accidents and incidents; types of incidents; potential impact of incidents on the business | 1 | 2 | 1 |
| | | 10.2 | Key aspects of an incident management system; legal obligations; investigation of incidents using root cause analysis | 1 | | |
| K11 | Principles of multistage operations, including start-up, shutdown and changeovers, in line with Standard Operating Procedures (SOPs) | 11.1 | Importance of SOPs within start-up, shut down and line operation | 1 | 2 | 0 |
| | | 11.2 | Key factors to consider in multistage operations including lost time, throughput, downtime and waste | 1 | | |
| K12 | Principles of internal and external audits | 12.1 | Types of internal and external audits; plans and standards for use in audits; defining audit scope | 1 | 2 | 1 |
| | | 12.2 | Judgement of compliance with standards; reporting of non-compliance; setting dates and targets for completion; checks on completion | 1 | | |

| | | | | | | |
|---|--|------|--|----|----|-----|
| K13 | Principles of high-quality systems | 13.1 | Regulatory requirement for quality systems; components of a quality management system; roles and responsibilities | 1 | 2 | 1 |
| | | 13.2 | Quality control procedures; standards and records; quality assurance testing procedures; reporting of quality testing | 1 | | |
| K14 | Principles of environmental management systems | 14.1 | Key environmental legislation affecting the food & drink industry – waste, air, land and water quality; contents of an environmental management system; consequences of non-compliance with procedures and legislation | 1 | 1 | 1 |
| K15 | Principles of health and safety systems | 15.1 | Responsibilities of businesses within the Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992. | 1 | 2 | 1 |
| | | 15.2 | Risk assessment development: identification and assessment of hazards; reduction and control of risks. Risk assessment deployment in the workplace; reporting and communication of health and safety incidents | 1 | | |
| K16 | Principles of 'food science and technology' | 16.1 | Food component groups, analytical techniques, food spoilage, food preservation and food additives | 1 | 1 | 1 |
| K17 | Principles of planning and stock control | 17.1 | Contribution of the following to good stock control: order forecasting; supplier lead times; minimum order quantities; understanding of stock turns and stock counts | 1 | 1 | 1 |
| Total | | | | 30 | 30 | 5 * |
| *5 questions based on 5 of the 11 possible topics in the column | | | | | | |

Grading Criteria and Marks

The total marks available for the KT is 60.

| Marking of the Knowledge Test | |
|--------------------------------------|---|
| MCQs | EAQs |
| 30 questions | 5 questions |
| 1 marks for each correct answer | 6 marks available for each correct answer |
| 30 marks available | 30 marks available |
| Total marks available (MCQ+EAQ) = 60 | |

Grade Boundaries

| Grading criteria for the knowledge test | | | |
|---|--|--|-----------------------------|
| Fail | Pass | Merit | Distinction |
| Scored 40 or less marks out of 60 | Scored between 41 and 50 marks out of 60 | Scored between 51 and 55 marks out of 60 | Scored 56 or over out of 60 |

Sample Multiple Choice Questions

A number of sample MCQs and EAQs can be found below. It will be of benefit to the apprentice to practise answering both types of question before the EPA test. Each MCQ has just **one** correct answer. FDQ maintains a large bank of MCQs and EAQs that are randomly selected to create individual tests. The Knowledge test will cover all aspects of the food & drink advanced process operator role, focussing on the 17 knowledge statements in the standard (see above for full list of knowledge statements and the indicative range of content that is included).

EAQs will focus on the 11 knowledge statements specified in the table above and are used to test more in-depth knowledge. Apprentices should pay attention to the requirement of the questions to, for example, explain or describe their answer, as well as the specific award of marks stated in the question (see examples below). Sufficient detail should be provided to warrant the award of 6 marks in each complete answer.

Example MCQs:

Question 1

When operators undertake plant maintenance this is generally known as

- a) Self-maintenance
- b) Operator asset care

- c) Operator maintenance
- d) Unplanned maintenance

Question 2

What is work place mentoring?

- a) A system of support and feedback between employees.
- b) A training programme for a specific role.
- c) A training programme to help gain promotion.
- d) A system of recognition of good staff performance.

Question 3

What is SPC?

- a) A method of measuring and controlling quality during the manufacturing process
- b) A system for measuring production time in the manufacturing process.
- c) A system for measuring the amount of waste produced.
- d) A system used to clean and sanitise equipment.

Question 4

The scope of an audit should be defined

- a) by the technical manager only
- b) after the audit has been completed
- c) before the audit commences
- d) by the Food Standards Agency

Question 5

Which of the following is the correct definition of revenue?

- a) Sales or turnover within a business.
- b) Money left over after tax has been paid.
- c) The sum of expenses, costs and taxes.
- d) The cost of running the business.

Correct MCQ answers:

1b, 2a, 3a, 4c, 5a

Example EAQ:

Explain the following terms in relation to continuous improvement:

Kaizen

SMED

5S

(2 marks for each answer)

Example answer:

Kaizen is a Japanese term for the continual improvement of all areas of a company. When an individual finds a problem or inefficiency, the individual should find a solution or improvement. (2 marks)

SMED stands for 'single minute exchange of dies' and is a system to make changeovers more efficient. It requires personnel to prepare for changeovers before they happen by getting as much equipment and settings ready for when the changeover happens so that as little production time as possible is wasted. (2 marks)

5S is a system of workplace organisation that is based on 5 Japanese words (all beginning with S) to help make the workplace safer and more efficient. A 5S workplace has all equipment stored in logical locations and kept clean so that is easier for production to take place. (2 marks)

1.7 Practical Observation

The Independent Examiner (IE) will carry out the Practical Observation (PO) within the workplace or simulated food processing environment on a **one-to-one basis, which may be photographed, or video recorded** at key stages if agreeable with the employer.

The PO will include **questioning** by the IE, **which will be audio recorded** for evidence and moderation activities.

Time

The apprentice will have between 2- 4 hours to complete all activities in the test (as agreed with EQA body), which will be broken down into sessions as agreed at the IE pre-meeting. Exact timings will depend on the needs of the employer and the opportunity to carry out the relevant observations. A question session will take place within the 4 hours.

The PO will take place at a time which reflects normal working conditions and allows the apprentice to demonstrate all aspects of the standard being assessed.

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

Number of items

The assessment comprises of two components:

- Observation of 6 activities
- Question session

Venue

The assessment must be taken in the workplace or simulated food processing environment under FDQ's assessment conditions. It is vitally important that the employer:

- informs the relevant 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, equipment and the necessary raw materials 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, equipment and raw materials required for the practical observation, which **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:

- prepare the work area for food or drink processing activity
- undertake food processing tasks, complying with standard operating procedures, technical compliance and health and safety regulations as appropriate to the activity
- contribute to risk assessment activities
- analyse and report performance data and report any non-compliance
- carry out routine and specialist maintenance of equipment
- carry out testing for quality control

- answer questions on: HACCP; data analysis and KPIs; high quality systems; health and safety procedures; SOPs and technical compliance procedures; routine and specialist maintenance; testing for quality control

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

- The apprentice will be asked to complete 6 activities (listed in Table 5 below), the content of which may vary between apprentices, plus an additional questioning session.
- 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, identifying specific areas for risk assessment and routine and specialist maintenance.
- 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.

| L3 Food & Drink Advanced Process Operator Practical Observation Test Specification | |
|--|--|
| Throughout the activities, the apprentice's behaviours will be holistically assessed in the areas of: safe working; ownership of work; pride in work; integrity and respect; effective communication. | |
| Activity 1: Comply with health and food safety S1, B1, B2, B3, B5, B10 | The apprentice will prepare, tidy, clean and maintain the work environment and themselves, both during the activities and at the end of the assessment. |
| Activity 2: Process food or drink according to production plan S1, S7, S15, B1, B2, B3, B5, B10 | The apprentice will: <ul style="list-style-type: none"> • Undertake food or drink processing tasks according to production plan. • Follow health & safety, food safety and waste handling/environmental procedures according to company policy. • Implement SOPs and technical compliance procedures as appropriate to the task |
| Activity 3: Contribute to risk assessment S2, B1, B2, B3, B5, B10 | The apprentice will: <ul style="list-style-type: none"> • Contribute to a risk assessment on an area of a food or drink process, using established company procedures and recording documents. |
| Activity 4: Analyse and report performance data | The apprentice will: <ul style="list-style-type: none"> • Obtain a set of data for the food or drink process being observed. |

| | |
|---|--|
| S3, B1, B2, B3, B5, B10 | <ul style="list-style-type: none"> Analyse and report data appropriate to the activities being observed, explain the significance of the data, relate them to KPIs and take appropriate action where necessary. |
| Activity 5: Carry out routine and specialist maintenance S8, B1, B2, B3, B5, B10 | The apprentice will: <ul style="list-style-type: none"> Identify routine and specialist maintenance requirements for a food or drink process. Undertake routine and specialist maintenance activities for a specified food or drink process activity. |
| Activity 6: Monitor and test for product quality S13, B1, B2, B3, B5, B10 | The apprentice will: <ul style="list-style-type: none"> Monitor product quality within a food or drink process. Test for product quality within a food or drink process activity using the designated quality testing equipment. |
| Activity 7: Questioning K5, K8, K13, K15 | The apprentice will answer questions on: Health & safety, HACCP, data analysis and KPIs, quality systems, SOPs and technical compliance procedures, routine and specialist maintenance. 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 each of the identified skills, knowledge and behaviours statements contributing to the grade (see Table 4 below for grading descriptors).

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 or video, 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.

The IE will grade each of the criteria and provide a provisional mark for the practical observation to FDQ using the grade boundaries below. The assessment record and any supporting audio/photographic evidence will be submitted to FDQ for moderation within 5 days of the assessment.

| End-Point Assessment Grading Criteria - Practical Observation | | | | | |
|---|---|---|---|--|--|
| Ref | Standard-Knowledge, Skills and Behaviours | Pass Criteria 1 point (Apprentices must demonstrate all of the criteria) | Pass with Merit Criteria 2 points (Apprentices must demonstrate all of the criteria) | Pass with Distinction Criteria 3 points (Apprentices must demonstrate all of the criteria) | Fail Criteria 0 points (Apprentices will fail if they demonstrate one of more of the criteria) |
| K5 | Principles of monitoring and assessing risks, including Hazard Analysis and Critical Control Points (HACCP) | Demonstrates an understanding of the principles of monitoring and assessing risks including HACCP | Demonstrates an understanding of CCPs in their own area of the business and how compliance contributes to food safety of their product | Demonstrates an understanding of CCPs which are not required for their own business and how compliance contributes to food safety for a range of products | Does not demonstrate an understanding of the principles of monitoring and assessing risks including HACCP |
| K8 | Principles of data analysis and food operations | Demonstrates an understanding of the principles of data analysis and food operations | Demonstrates an understanding of key performance indicators in their own area of the business and how these KPIs impact on business profitability | Demonstrates an understanding of a range of KPIs throughout their own business and how these actions can directly affect the profitability of the whole business | Does not demonstrate an understanding of the principles of data analysis and food operations |
| K13 | Principles of high-quality systems | Demonstrates an understanding of the principles of high-quality systems | Can identify quality systems currently in place in their own area of business and | Can identify a range of quality systems and how they can be implemented to improve quality in an | Fails to demonstrate an understanding of high-quality systems |

| | | | | | |
|------------|---|---|---|---|--|
| | | | how they contribute to ensuring quality of product | environment with which the apprentice is unfamiliar | |
| K15 | Principles of health and safety systems | Demonstrates an understanding of health and safety systems | Can identify health and safety systems currently in place in their own area of the business and how they contribute to the health and safety of the workforce | Can identify a range of health and safety systems and how they can be implemented to improve the health and safety of the workforce in an environment with which the apprentice is unfamiliar | Fails to demonstrate an understanding of health and safety systems |
| S1 | Ensure compliance with Health and Safety regulations, e.g. Isolation and Lock-off, guarding, PPE, Manual Handling | Ensures compliance with Health and Safety regulations as appropriate to the activity being observed | Consistently complies with Health and Safety regulations appropriate to task and challenges others who do not | Consistently complies with Health and Safety regulations appropriate to tasks, challenges others who do not and suggests areas for improvement | Fails to comply with Health and Safety regulations as appropriate to the activity being observed |
| S2 | Contribute to risk assessment | Contributes to risk assessment | Challenges existing ways of working and suggests improvements to existing risk assessments | Contributes to risk assessments for new equipment and processes and suggests improvements to existing processes | Fails to contribute to risk assessment |
| S3 | Analyse and report data | Analyses and reports data appropriate to activities being observed | Actively monitors current KPIs for area of responsibilities and identifies | Identifies root cause of non-compliance with KPIs and puts forward suggestions to | Fails to analyse or report data in their area of work |

| | | | | | |
|-------------------|--|--|---|---|--|
| | | | areas of non-compliance | improve current business performance | |
| S7& S8 | Carry out routine and specialist maintenance of equipment, in line with organisational guidelines | Carries out routine and specialist maintenance of equipment, in line with organisational procedures, taking action to minimise waste | Identifies basic faults and causes with equipment they use on a regular basis | Challenges current routine maintenance schedule and puts forward suggestion to improve overall equipment efficiency | Fails to carry out routine and specialist maintenance of equipment, in line with organisational guidelines |
| S13 | Carry out testing for quality control | Carries out testing for quality control as appropriate to the activity being observed | Challenges existing process when stated quality standard not being met and takes appropriate action to remedy | Suggests process improvement to maintain or improve product quality | Fail to carry out testing for quality control as appropriate to the activity being observed |
| S15 | Interpret and implement Standard Operating Procedures and Technical compliance procedures to ensure working towards best practices | Interprets and implements Standard Operating Procedures and Technical compliance procedures to ensure working towards best practices as appropriate to | Updates existing Standard Operating Procedures for current area of expertise | Writes and implements Standard Operating Procedure for new equipment or process or area with which the apprentice is unfamiliar | Fails to interpret and implement Standard Operating Procedures and Technical compliance procedures |

| | | activities being observed | | | |
|-----------|--|--|---|---|--|
| B1 | Safe working: ensures safety of self and others, food safe, challenges safety issues | Ensures safety of self and others, food safe, challenges safety issues | Consistently ensures safety of self and others; spots and challenges unsafe behaviour | Identifies and communicates potential safety, health or other risks across team and departments; takes appropriate action when others are not behaving safely | Fails to ensure safety of self or others, fails to ensure food safety |
| B2 | Ownership of work; accepts responsibility, is proactive, plans work | Accepts responsibility; is proactive; plans work | Takes ownership of own work; takes a structured approach to planning and prioritising work and reviews progress against plans | Proactively plans to maximise performance; effectively prioritises and re-prioritises work to meet objectives | Fails to accept responsibility; does not plan work |
| B3 | Pride in work: | Aims for excellence, demonstrates good time management | Consistently uses time proactively and anticipates problems which may cause delays to work plans or compromise to quality | Actively reviews performance with a critical eye and looks for ways to improve performance on site | Fails to aim for excellence; demonstrates poor time management |
| B5 | Integrity and respect: | Shows respect for others, adapts style where appropriate | Consistently shows respect for others, listens and will question and challenge appropriately | Actively encourages others to respect the values of others; listens and questions to enhance own and others' understanding | Does not show respect for others, does not adapt style where appropriate |

| | | | | | |
|------------|-------------------------|--|--|--|--|
| B10 | Effective communication | Uses a range of visual and verbal communication techniques | Effectively uses a range of communication techniques and demonstrates effective listening skills | Reviews effectiveness of and recommends improvements for different methods of communication; demonstrates effective influencing skills | Fails to use a range of visual and verbal communication techniques |
|------------|-------------------------|--|--|--|--|

Grade Boundaries

| Grade boundaries for the Practical Observation | | | |
|--|---------------------------------|---------------------------------|-----------------------------|
| Fail | Pass | Merit | Distinction |
| Scored 14 or less | Scored between 15 and 22 points | Scored between 23 and 37 points | Scored between 38-45 points |

1.8 Presentation and Interview (PI)

The PI will take place once the KT and PO have achieved a minimum of Pass grade.

It consists of two components:

- a formal **presentation** lasting between 30-45 minutes (see brief in table 6 below)
- an **interview** lasting between 45 and 60 minutes

Time

The apprentice will have 1 hour 45 minutes to complete both components.

Venue

The PI will take place in a quiet room away from the normal place of work but usually on the employer's premises.

Assessment Specification: Formal presentation

The apprentice will be asked to present on how continuous improvements (CI) can be applied in the workplace. The apprentice should draw on examples of personal involvement with CI acquired within the on-programme learning period or the end point assessment period and will be assessed against a set of **knowledge and skills statements** as listed in table 7 below.

Apprentices should ensure that the following brief for the formal presentation is addressed when preparing visual aids and presentation materials, which can include slides, spreadsheets, graphs and photographs where appropriate.

L3 Food & Drink Advanced Process Operator Formal Presentation Brief

The application of continuous improvement within the workplace

The presentation should cover the following:

- An explanation of CI techniques which can be used within the workplace
- Examples of how these techniques can be applied
- A summary of the critical factors which influence the successful implementation of CI practices
-

The presentation may ALSO include the following:

- An explanation of how CI practices can contribute to the development and improvement of quality control procedures

The apprentice should draw on examples of personal involvement with CI gained during the apprenticeship and may deliver the presentation in the context of a CI project they have undertaken or contributed to.

The apprentice will be assessed on the following:

- How to identify and resolve technical problems
- Principles of data analysis and continuous improvement
- Analysis and reporting of data
- Ability to anticipate potential problems and plan accordingly
- Use of problem-solving techniques to eliminate root cause of problems
- Evaluation and improvement of production and /or quality controls in line with continuous improvement
- How incident management protocols are executed
- Internal audits and their role in supporting them
- Participation in external audits
- Their involvement in buddying, mentoring and on-the-job training

Time allowed for presentation: 30 - 45 minutes, to include time for questions from the IE if necessary.

The apprentice may use a range of visual aids including slides, spreadsheets, graphs and photographs as appropriate to demonstrate their understanding of the topic.

Assessment Specification: Structured Interview

The interview will consist of a set of 7 questions from a question bank, which refer to a range of behaviours as listed in table 7 below. The IE is instructed to contextualise questions to the individual workplace where possible and will use skill and judgement in their questioning technique to clarify and ask follow-up questions where necessary, to give the apprentice every opportunity to provide evidence. Sample questions are provided in table 8.

Grading Criteria and Marks

The IE will judge the presentation and interview responses to the set questions against the grading criteria below. All presentation and interview statements must be achieved to pass this assessment component. The presentation and interview will be graded fail, pass, merit or distinction, with each of the identified skills, knowledge and behaviours statements contributing to the grade.

| End-Point Assessment Grading Criteria – Presentation and Interview | | | | | |
|---|--|---|--|---|--|
| Ref | Standard-Knowledge, Skills and Behaviours | Pass Criteria 1 point (Apprentices must demonstrate all of the criteria) | Pass with Merit Criteria 2 points (Apprentices must demonstrate all of the criteria) | Pass with Distinction Criteria 3 points (Apprentices must demonstrate all of the criteria) | Fail Criteria 0 points (Apprentices will fail if they demonstrate one of more of the criteria) |
| K2, K8, K9, S3, S4, S5, S6, S9, S10, S11, S12, S14 | Application of CI in the workplace | Clear presentation demonstrating an understanding of CI techniques. Identifies at least one improvement for the workplace and demonstrates how CI techniques can be embedded into the workplace, which may include how they have contributed to the development and improvement of quality controls | Creative presentation, citing a range of CI techniques (at least 3) with thought provoking outcomes demonstrating a powerful impact and at least 2 improvements. | Innovative presentation with detailed and complex overview. Includes extensive and far reaching outcomes demonstrating very significant impact and well thought out identified improvements | Presentation is unclear and does not demonstrate an understanding of CI. Fails to reach a conclusion, no significant improvement identified. |
| B4 | Self-development | Proposes objectives to support the business, seeks learning, drives the development of self and | Takes ownership for learning and practising new skills/techniques/tools; constantly seeks to improve own | Proactively develops new skills; challenges and questions others to improve own understanding; | Shows no evidence of driving own development or understanding of the business. |

| | | | | | |
|------------|------------------------------|---|--|--|---|
| | | others. | understanding and learn from others; shares knowledge and experiences with others | encourages others to learn from experiences, supporting them when they make a mistake | |
| B6 | Working in a team | Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately. | Builds excellent relationships with others, demonstrates knowledge and understanding of team goals. | Contributes and willing to lead team-based discussions or problem solving; puts team goals ahead of personal recognition. | Shows little evidence of collaborative working; minimal contribution to team objectives. |
| B7 | 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. | Adopts a preventative approach to problem solving. | Fails to take a lead in solving problems. |
| B8 | Responsiveness to change | 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 about change. | Struggles to adapt to change; fails to recognise the reasons behind change in the business. |
| B9 | Company/industry perspective | 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 own understanding of the company and wider food industry; actively seeks opportunities to promote the business. | Shows little evidence of understanding company objectives and wider food industry. |
| B11 | Innovation | Demonstrates curiosity to foster new ways | Constructively challenges existing ways of working; | Recommends and implements changes to | No evidence of innovative thinking or |

| | | | | | |
|------------|----------------------------|--|---|--|---|
| | | of thinking and working. | volunteers to work across different areas of the business as appropriate. | improve own work and work of others, capable of supporting others with change or learning new skill. | effort to change ways of working. |
| B12 | Business vision and values | Acts in alignment with the business vision and values. | Assists colleagues in acting in line with business vision and values. | Actively communicates business vision and values to others. | Shows no regard for business vision and values. |

Grading Boundaries

| Grade boundaries for the Presentation and Interview | | | |
|---|--------------------------------|---------------------------------|-----------------------------|
| Fail | Pass | Merit | Distinction |
| Scored 7 or less points | Scored between 8 and 10 points | Scored between 11 and 17 points | Scored between 18-24 points |

Sample PI questions

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

| Standard reference | Sample sets of questions – IEs will ask all questions within each set. |
|--------------------|--|
| B4 | <p>Self-development</p> <p>Main question: Give an example of how you have driven your own development and understanding of your role.</p> <p>Extension question: Have you supported others in learning new skills and understanding of the business? Give an example.</p> |
| B6 | <p>Working in a team</p> <p>Main question: Give an example of how you have worked collaboratively in your role.</p> <p>Extension question: Describe the goals of your team. How have you contributed to their achievement?</p> |
| B7 | <p>Problem solving</p> <p>Main question: How do you deal with problems? Give an example.</p> |

| | |
|------------|--|
| | Extension question: If you were constantly having a problem with the yield on a process, what would you do? |
| B8 | Responsiveness to change Main question: Do you prefer to avoid change in your role? Extension question: If you were told that a new piece of equipment was to be introduced and you had to test it, how would you react? |
| B9 | Company/industry perspective Main question: Explain the objectives of your business and how it compares to its competitors. Extension question: Give some examples of how you have improved your knowledge of the business and the wider food industry. |
| B11 | Innovation Main question: Do you ever make suggestions to improve a process? Extension question: Have you ever volunteered to work in different areas of the business? |
| B12 | Business vision and values Main question: Describe the values of your business. Extension question: If a colleague paid little regard to business values, what would you do? |

The PI 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 Calculation of the 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 working days of the assessment taking place. Any supporting photographic, video 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 6-8 weeks of the EPA taking place. Final outcome may be subject to moderation – which may delay the agreed overall grading and certification process.

The final apprenticeship mark is determined using the grades from each of the 3 components: knowledge test, practical observation and presentations and interview. To achieve a pass, merit or distinction grade the apprentice **must achieve a minimum of a pass in each** assessment component.

To ensure weighting has been taken into consideration when grading it has been agreed

by IfATE that amended grading will apply as follows:

In order to achieve an overall merit grade, the candidate must:

- meet the requirements of an overall pass;
- achieve a minimum of merit in the practical observation;
- and achieve at least a merit in either the knowledge test or the interview with a pass in either the knowledge test or interview.

In order to achieve an overall distinction grade, the candidate must:

- meet the requirements of an overall pass;
- achieve a minimum of distinction in the practical observation;
- achieve a minimum of one merit in either the knowledge test and interview
- and achieve a distinction in either or both the knowledge test or the interview.

The following table illustrates how the grades of assessment components are combined to calculate the overall EPA grade:

| Knowledge Test | Observation | Interview | Overall Grade |
|-----------------------|--------------------|-------------------|----------------------|
| Fail | Any grade | Any grade | Fail |
| Any grade | Fail | Any grade | Fail |
| Any grade | Any grade | Fail | Fail |
| Pass | Pass | Pass | Pass |
| Merit/Distinction | Pass | Merit/Distinction | Pass |
| Pass | Pass | Merit/Distinction | Pass |
| Merit/Distinction | Pass | Pass | Pass |
| Pass | Merit/Distinction | Pass | Pass |
| Distinction | Pass | Distinction | Pass |
| Merit | Merit | Merit | Merit |
| Merit | Merit | Pass/Distinction | Merit |
| Pass/Distinction | Merit | Merit | Merit |
| Merit/Distinction | Merit/Distinction | Pass | Merit |
| Pass | Merit/Distinction | Merit/Distinction | Merit |
| Distinction | Distinction | Pass | Merit |
| Pass | Distinction | Distinction | Merit |
| Distinction | Merit | Distinction | Merit |
| Merit | Distinction | Merit | Merit |
| Distinction | Distinction | Distinction | Distinction |
| Distinction | Distinction | Merit | Distinction |
| Merit | Distinction | Distinction | Distinction |

1.10 Reasonable Adjustments

If during induction the apprentice has been identified as requiring a reasonable adjustment, then FDQ must be informed. Reasonable adjustment 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 a certificate of achievement, including grade from FDQ.

The Education and Skills Funding Agency (ESFA) will manage the operational delivery of certificates for Standards, 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.

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 training provider within 6-8 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 two choices. Either:

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

If the **Knowledge test** component is failed with 25-40 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 re-take the assessment until after completing a professional review of performance with their employer/training provider.

1.14 Retaking / Resitting EPA

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/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/re-take.

Confirmation of additional training/preparation is needed when applying for a resit/retake see Appendix 4 End-point Assessment resit/retake confirmation of additional learning.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Any assessment method re-sit/re-take must be taken within the maximum EPA period of 12 weeks, otherwise the entire EPA must be re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction. Under normal circumstances only a pass or merit are available to apprentices who have re-taken or re-sat part of their EPA.

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

Apprentices will complete a different KT, PO where variation allows and PI questions when taking a re-sit/re-take.

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.

1.15 Appeals and complaints

FDQ is committed to providing the highest levels of service to its customers, including centres and apprentices, see 1.12 FDQ statement of customer service. 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. See FDQ's Complaints Policy available at 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 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 three components of the EPA the apprentice will be thanked for attending. No results or indication of results will be issued on the day of EPA. The Independent Examiner will complete their report containing the provisional mark and submit it to FDQ. Any supporting photographic, video 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 as outcomes may be subject to moderation.

We hope this guide has been helpful and has given you an insight into the requirements for the Food & Drink Advanced 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

Tel: 0113 3970 395

Appendix 1: End point assessment site visit

| | |
|---|--|
| Independent Examiner (IE): | |
| Independent Quality Assurer (IQA): | |
| Employer: | |
| Employer address: | |
| Date: | |

The following checklist is to ensure the appropriate facilities, equipment and resources are available to carry out a Food & Drink Advanced Process Operator Standard end point assessment.

| Review of employer facilities | Y/N/Na | Comments |
|--|---------------|-----------------|
| Personal welfare facilities Toilet/changing facilities | | |
| Personal Protective Equipment White coat/overall * Hat/hair net * Appropriate footwear * | | |
| Hygiene facilities Hand washing | | |
| Physical resources As appropriate for the | | |

| | | |
|--|--|--|
| activity | | |
| Product resources Ingredients, risk assessments, SOPs, quality management system as appropriate to the activity | | |
| Dedicated assessment area Minimal/completely free from distraction for the period of the assessment Clock (for Knowledge test and Presentation and Interview) | | |
| Internet access To enable on-line knowledge testing (if appropriate) | | |
| First aid Equipment First aider availability | | |

*PPE that meets industry standards

| | | |
|------------------------------|--|-------|
| Employer name | | Date: |
| Employer signature: | | |
| Training Provider Name | | Date: |
| Training Provider signature: | | |
| IE or IQA signature: | | Date: |

Appendix 2: Example timetable for end point assessment day

Note: KT held on a previous day

| Timetable for EPA | |
|--------------------------|--|
| 12.00 | Arrival, introductions, authenticity checks and overview of the day Refreshments available. |
| 12.30 | Practical Observation |
| 14.00 | Break |
| 14.30 | Continuation of Practical Observation |
| 15.30 | Practical Observation questioning |
| 16.30 | Break |
| 17.00 | Presentation and Interview – Presentation delivery |
| 17.45 | Interview |
| 18.45 | Completion of EPA |

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 Guide 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 Guide (please add a page reference) | | | | | |
| Any other comments for FDQ this Guide EPA? | | | | | |

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

Appendix 4: End-point Assessment resit/retake confirmation

Signing this form confirmation that the apprentice has completed additional training before re-sitting /re-taking the specific elements of an end-point assessment.

Details of additional training

| | | |
|------------------------------|--|-------|
| Employer name | | Date: |
| Employer signature: | | |
| Training Provider Name | | Date: |
| Training Provider signature: | | |
| Apprentice: | | Date: |
| Apprentice signature: | | |

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