

Level 2 End-point Assessment for Craft Baker



ST0191

**Employer and Training
Provider Handbook**



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Document History

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

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

Date	Section	Change
27.10.2021	Full document	Amends made throughout document to comply with new Assessment Plan (AP05)
27.10.2021	Section 1.5.3	Requirement to sit the KT as an online test, unless exceptional circumstances
27.10.2021	Appendix 4	JCQ guidelines updated
07.03.2023	Section 1.5	Assessment Methods – CRK 21 amended
07.03.2023	Appendix 4	JCQ guidelines updated

Section 1: Level 2 End-point Assessment (EPA) for Baker (Craft) ST0191

Employer and Training Provider Handbook

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

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

1.1 Apprentice readiness for EPA

The EPA will typically be taken within 12 weeks of gateway requirements being met. The employer and training provider in conjunction with the apprentice will agree that all the requirements below have been completed and are ready for their practical assessment. This will confirm that the apprentice has met the core knowledge, skills and behaviours set out in the Level 2 Baker Apprenticeship Standard, and the appropriate occupational option has been selected (craft, plant or retail baker).

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

- Completed portfolio of evidence mapped to the KSBs for the Interview assessment method
- Apprentices without level 2 English and Maths must achieve Level 1 English and Maths, and are required to provide evidence of attempted level 2 English and Maths e.g. record of attendance or registration.

The training provider should upload evidence of achievement of the above to FDQAwards as part of the gateway declaration.

1.1.2 Portfolio of evidence requirements

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It must contain evidence related to the KSBs that will be assessed by the Interview assessment method (IN). The portfolio must comply with the requirements listed below:

- it will typically contain ten discrete pieces of evidence
- evidence should be mapped by the apprentice against the KSBs assessed by the interview
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - ✓ workplace documentation, for example workplace policies/procedures, records
 - ✓ witness statements
 - ✓ annotated photographs
 - ✓ video clips (maximum total duration 10 minutes); the apprentice should always be in view and identifiable

This is not a definitive list; other evidence sources are possible. Please note the following:

- it should not include any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to FDQ at the gateway, preferably in electronic format (see Appendix 5)

The portfolio is checked on receipt in gateway for 10 pieces of valid evidence but is not directly assessed. It underpins the interview and therefore it is not marked by FDQ. The Independent Examiner (IE) will review the portfolio in preparation for the interview but is not

required to provide feedback after this review. A mapping document for the portfolio of evidence is found in Appendix 5.

1.2 Workplace / Venue Visit

- This will be conducted by the EPA Manager 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 workplace venue for EPA and that minimum requirements are met (see appendix 1)
- As the End-point Assessment Organisation (EPAO), FDQ must ensure that the apprentice is not disadvantaged in any way and is assessed in a fair, safe and robust environment. During the visit the employer and training provider will agree a suitable date and time with the IE and agree an outline of the days' events (see example in appendix 2)
- The employer/training provider will check the key terminology (see Section 1.13) 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
- FDQ's Apprentice Guide to EPA is available to the apprentice and can be found on FDQ's management system FDQAwards

1.3 Fee and Payment Terms

FDQ is required to have a transactional agreement with the training provider for the EPA services that are commissioned for the apprentice. FDQ will act on behalf of the apprentice's employer and at the point of entering the gateway the EPA fee will be discussed and agreed with all parties. FDQ has a transparent fees policy, available on www.fdq.org.uk 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 working days. An invoice will normally be issued to the training provider prior to appointed date of the EPA with a 30-day payment expectation.

1.4 End-point Assessment Day

Apprentices will be given a minimum of 2 weeks' notice of the EPA day. The EPA comprises of three distinct assessment methods which may be taken in any order:

- An Observation with questions (OQ) assessing core and craft-specific skills within the workplace setting
- An Interview (IN), underpinned by the apprentice's portfolio of evidence
- A Multiple-choice Test (MCT) to test core and craft-specific knowledge

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 MCT may be scheduled on a day prior to the main EPA components (see appendix 2).

1.5 Assessment Methods

EPA Assessment Method	Key
Observation with questions	OQ
Interview underpinned by portfolio	IN
Multiple-choice Test	MCT

CS= Core skill

CRS = Craft pathway skill

CK = Core knowledge

CRK = Craft pathway knowledge

Standard Ref	Core Knowledge to be assessed	Assessment Method		
		OQ	IN	MCT
CK1	The bakery sector: size and structure, types of customers, seasonal impact on bakery product demand. How and why production methods have evolved, current and emerging bakery technology and digitalisation; equipment and processes, reference sources and management information systems.			•
CK2	Consumer requirements and current trends; impact on the bakery industry.			•
CK3	Baking theory: mixing, proving, retarding, resting, baking, cooling; their function and how they affect product quality.			•
CK4	Basic recipe formulation.			•
CK5	Bakery methods and processes: weighing, mixing, dividing, proving, shaping, scaling, blocking/forming, baking, fry-off, pre-bake, cooling and finishing; requirements and purpose.	•		
CK6	Bakery equipment: different types of mixers, processing equipment, ovens, hotplates, knives, packaging, labelling; their application, cleaning and operational checks requirements	•		
CK7	Main bakery ingredients: flour, yeast, salt, sugar, fats, improvers, water, eggs; their origins, properties, nutritional value, purposes and uses, grades and quality, how they interact, storage, handling and transport.			•

CK8	Principles of making dough: changes in physical properties during processing, types of dough for different products; bulk fermentation and no time doughs (Chorleywood bread process).			•
CK9	Finished baked products requirements: packaging, labelling, storage, handling and transportation.	•		
CK10	Maximising product yield efficiency and waste minimisation.		•	
CK11	Bakery legislation, regulations and requirements: Food Safety, Allergen control, Hazard Analysis Critical Control Points (HACCP), labelling, acrylamide, bakery-related asthmagens (powders), flour dust.			•
CK12	Health and Safety at Work Act 1974; Control of Substances Hazardous to Health, Risk assessments and method statements, manual handling, Personal Protective Equipment (PPE) and standard operating procedures.			•
CK13	Environmental: Environmental protection Act 1990, sustainable and responsible use of resources and recycling.			•
CK14	Hygiene procedures: personal hygiene standards and bakery hygiene.	•		
CK15	Common baking faults and issues; problem solving.		•	
CK16	Quality assurance and monitoring of processes.			•
CK17	Verbal and non-verbal communication techniques.	•		
CK18	Documentation requirements; compliance records.		•	
CK19	Equality and diversity in the workplace.			•
CRK20	Different types of pastry: sweet, savoury.	•		

CRK21	Raising agents used in confectionery: baking powder, bicarbonate of soda, egg, egg white.	•		
CRK22	Aeration techniques – mechanical, natural and chemical.	•		
CRK23	Principles of lamination.			•
CS1	Read and interpret information for example, specification, recipe and production plan.	•		
CS2	Plan bakery tasks	•		
CS3	Prepare for bakery tasks. Obtain materials.	•		
CS4	Prepare ingredients.	•		
CS5	Weigh or check weight of ingredients/products.	•		
CS6	Mix ingredients.	•		
CS7	Deposit, scale or cut/divide mixture.	•		
CS8	Mould products.	•		
CS9	Monitor prove	•		
CS10	Pre-bake and/or post-bake dressing of product.	•		
CS11	Select, prepare/set-up and use equipment and machinery.	•		
CS12	Operate ovens.	•		
CS13	Clean and check tools and equipment.	•		
CS14	Monitor materials/stock levels and controls for example, first in first out, temperature and environment.		•	
CS15	Receive and store materials/stock from external suppliers and/or internal stores.		•	
CS16	Store finished goods.	•		
CS17	Package and label bakery products for example, allergens.	•		
CS18	Comply with health & safety, food safety, environmental procedures, PPE, hygiene and method statements.	•		

CS19	Clean and tidy work area. Dispose of waste and recycle.	•		
CS20	Communicate verbally for example, with colleagues, suppliers and customers.	•		
CS21	Record information - paper based or electronic.	•		
CS22	Identify bakery product problems/faults and underlying causes.		•	
CRS23	Scale up/down a recipe using percentages.	•		
CRS24	Prepare and apply fillings/coatings.	•		
B1	Prioritises health and safety and food safety.	•		
B2	Takes ownership of work. For example, completes allocated tasks, seeks help if required.	•		
B3	Consumer/customer focus. For example, strives to meet their needs.		•	
B4	Adaptable. For example, responds positively to changing demands or new technology.		•	
B5	Team worker. For example, polite, keeps others informed, helps colleagues, takes account of equality and diversity.		•	
B6	Seeks learning and development opportunities.		•	

1.5.1 End-point Assessment method 1: Observation with questions (OQ)

The IE will carry out the OQ within the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. It will:

- be scheduled when the apprentice will be working in their normal place of work. Simulation is not permitted
- be conducted where possible at a time which reflects typical working conditions
- allow the apprentice to demonstrate all aspects of the standard being observed
- include questions in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred
- involve one IE observing and questioning one apprentice
- take a holistic approach to observing the overall competence of the apprentice.

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

Time

The OQ will be 4.5 hours, +10% as required, (5 hours maximum), to include time for questioning. The observation will take place in one continuous session, allowing comfort breaks as necessary.

Venue

The assessment must be taken at the apprentice's workplace 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 additional duties for the duration of the observation
- ensures that protective clothing is available, processing equipment and the necessary ingredients are available
- ensures that the assessment is not interrupted
- provides a quiet area for the questioning session immediately after the observation.

Tools / Equipment and Materials

The employer must provide all of the tools, equipment and ingredients required for the OQ.

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

Assessment Specification

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

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates.

- Bakery products produced must be a commercial batch size appropriate to the workplace
- Bakery products may be produced using ingredients or a mix. Part-baked products are not permitted.

The apprentice will be asked to complete 8 activities. Tasks are not listed in any particular order, it is for the apprentice to decide on the order of work.

Assessment specification and apprentice instructions	
L2 Baker ST0191/AP05: Observation with questioning	
Activity 1 Plan and prepare for bakery tasks S1 S2 S3	The apprentice will: <ul style="list-style-type: none"> • establish production requirements • plan and organise preparation and methodology of the working area
Activity 2 Use/operate bakery tools, equipment and ovens K6 S11 S12 S13	The apprentice will: <ul style="list-style-type: none"> • follow company guidelines in using and operating bakery tools and equipment • wear and use the correct PPE, including wearing oven gloves to load and unload the oven • identify the correct trays and the products to be placed on each • use the correct oven temperature and time setting in line with company requirements
Activity 3	The apprentice will:

<p>Contribute to maintaining a clean and effective bakery production environment</p> <p>K14 K17 S18 S19 S20 S21 B1 B2</p>	<ul style="list-style-type: none"> • ensure the work environment; tools and equipment are clean and tidy both during the activities and at the end of the observation to ensure hygiene standards are maintained • follow health and safety procedures and ensure the correct use of protective clothing
<p>Activity 4</p> <p>Prepare bakery products for customer/consumer, including packaging and labelling of bakery products</p> <p>K9 S16 S17</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • produce the finished product to company standards • package products according to specification with correct labelling/pricing • display according to company requirements • demonstrate clean as you go and safe and hygienic practices
<p>Activity 5</p> <p>Produce a minimum of two craft bakery products to specification: bread loaf and a different bakery product</p> <p>K5 K20 K21 K22 S4 S5 S6 S7 S8 S9 S10</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • Produce a minimum of: <ul style="list-style-type: none"> • A batch of bread loaves • A batch of other craft bakery product e.g. bread rolls, fruited teacakes, cupcakes, filled sponge cakes, various pastries <p>(n.b. products should NOT include part-baked items)</p> <ul style="list-style-type: none"> • follow company guidelines to prepare and bake the products • wear and use the correct PPE, including wearing oven gloves to load and unload the oven • cool and rest the products according to specification
<p>Activity 6</p> <p>Amend recipes to meet craft bakery production requirements</p> <p>S23</p>	<p>The apprentice will:</p> <ul style="list-style-type: none"> • identify production requirements from the day's production plan • scale recipes up or down depending on the batch size required for the day's production • make a batch of bakery products in activity 5 using the amended recipe

	<ul style="list-style-type: none"> • demonstrate safe working methods • work within the legal guidelines
Activity 7 Finish craft bakery products S24	The apprentice will: <ul style="list-style-type: none"> • source and prepare relevant finishing ingredients • apply finishing ingredients to company specification • demonstrate safe working methods • work within the legal guidelines
Activity 8 Questioning session	The apprentice will: <ul style="list-style-type: none"> • Answer questions relating to underpinning knowledge of the tasks observed • Answer questions to cover any activities that have not been covered during the observation session
End of test	

OQ Questioning session

A minimum of 6 open questions will be asked.

Questions will be taken from FDQ's OQ item bank. Questions may be asked during the observation (in natural stops between tasks) and at the end of the observation. The IE will remain as unobtrusive as possible during the observation.

The questioning session 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.

Grading Criteria

Theme/KSBs	Pass descriptors	Distinction descriptors
Core		
Plan and prepare for bakery tasks S1 S2 S3	<ol style="list-style-type: none"> 1. Interprets and follows information (specifications/recipes/producti on plan) correctly when completing tasks 2. Outlines/lists work tasks in an order of priority 3. Prepares work area for bakery tasks, ensuring required tools/equipment and materials are to hand 	<ol style="list-style-type: none"> 1. Justifies their order of work task priority and/or explains any grouping of tasks in terms of cost/time saving
Use/operate bakery equipment, machinery and ovens K6 S11 S12 S13	<ol style="list-style-type: none"> 4. Selects, checks, prepares/set-ups, cleans and uses/operates tools and equipment including ovens required for the task in line with operating instructions/manufacturers guidelines 	<ol style="list-style-type: none"> 2. Explains reasons why it is important to follow company policy/procedure for the cleaning and checking of tools and equipment 3. Explains reasons why it is important to follow company policy/procedure to prepare/set-up equipment and machinery

<p>Contribute to maintaining a clean and effective bakery production environment</p> <p>K14 K17</p> <p>S18 S19 S20 S21</p> <p>B1 B2</p>	<p>5. Maintains and prioritises health and safety and food safety by following company health & safety, food safety, environmental procedures, wears appropriate PPE, follows hygiene procedures and follows method statements</p> <p>6. Cleans and tidies as they go, maintaining a safe work area and disposes of waste and recycles in line with company procedures</p> <p>7. Provides verbal information and records information required for tasks, which meets the needs of the audience and uses bakery terminology accurately and appropriately</p> <p>8. Takes responsibility to complete tasks within the limits of their authority; asks for help where required</p>	<p>4. Explains reasons why it is important to follow company health & safety, food safety and environmental procedures</p>
<p>Prepare bakery products for customer/consumer</p> <p>K9</p> <p>S16 S17</p>	<p>9. Packages and labels bakery products and stores finished goods in line with company procedure, ensuring product is handled and transported in a way that will maintain product quality and safety</p>	<p>5. Explains reasons why it is important to follow packaging, labelling and storage requirements</p>

Option 1: Craft baker		
Produce craft bakery products to specification K5 S4 S5 S6 S7 S8 S9 S10	10 Completes the correct methods and processes required to produce craft bakery products: prepares ingredients, weighs ingredients, mixes ingredients, deposits, scales, cuts/divides, moulds products, monitors prove, dresses product, bakes; meeting product specifications/quality guidelines and finished product specification requirements	6. Explains reasons why it is important to follow specifications/quality guidelines and finished product specification requirements and the potential consequences of not following them
Amend recipes to meet craft bakery production requirements S23	11. Scales up/down a recipe using percentages, calculating yield to meet task requirements	7. Explains the reasons why it is important to correctly scale up/down a recipe
Finish craft bakery products S24	12. Prepares and applies filling/coating to meet task instructions: correct quantity, consistency, coverage and thickness	8. Explains the importance of meeting task instructions
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		

Grade Boundaries

Grading criteria for the Observation with Questions (OQ)			
Fail	Pass	Merit	Distinction
Did not achieve all Pass criteria	Achieved all Pass criteria and 3 or less Distinction criteria	Achieved all Pass criteria and between 4 and 7 Distinction criteria	Achieved all Pass criteria and all 8 Distinction criteria

Sample Questions

These questions are typical of those that will be asked during the questioning session of the OQ.

Questions will be asked in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred.

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

Standard Ref	Sample Interview Question
K5	Bakery methods and processes <ul style="list-style-type: none"> Why is it important to follow specifications and quality guidelines whilst making batches of product?
K6	Bakery equipment <ul style="list-style-type: none"> Why is it important to follow company procedures when setting up and using equipment?
K17	Verbal and non-verbal communication techniques <ul style="list-style-type: none"> Describe two methods of communication that you commonly use within the bakery, using examples.
K20	Different types of pastry: sweet, savoury. <ul style="list-style-type: none"> What type of pastry would be best to use for an apple pie?
K21	Raising agents used in confectionery: baking powder, bicarbonate of soda, egg, egg white. <ul style="list-style-type: none"> Describe the action of baking powder in a sponge cake mix
S6	Mix ingredients <ul style="list-style-type: none"> Describe how ingredients should be mixed for different products, using examples.
S8	Mould products <ul style="list-style-type: none"> Describe how bread loaves should be moulded to maximise quality.

S16	<p>Store finished goods</p> <ul style="list-style-type: none"> • Why is it important to store finished goods correctly?
S17	<p>Package and label bakery products for example, allergens</p> <ul style="list-style-type: none"> • List some of the common allergens found in the bakery and state the labelling requirements for these.
B2	<p>Takes ownership of work. For example, completes allocated tasks, seeks help if required.</p> <ul style="list-style-type: none"> • Why is it important to be efficient? How have you contributed in identifying issues to minimise disruptions to production?

1.5.2 End-point Assessment method 2: Interview underpinned by portfolio of evidence (IN)

The Interview underpinned by portfolio of evidence involves the IE asking the apprentice a series of questions to assess competence against the KSBs that do not occur on a predictable or regular basis. Questions will be open and competence-based, with additional follow up questions for clarity. The questions will be a combination of standardised questions from FDQ's IN question bank and questions devised by the IE, based on the portfolio of evidence.

A minimum of 8 questions will be asked, at least one for each of the 8 following topics:

- maximising product yield
- common bakery product faults and issues
- bakery documentation/records
- material/stock control
- customer/consumer focus
- adaptable
- team worker
- learning and development.

The apprentice is able to refer to their portfolio of evidence to assist and illustrate their answers, however the portfolio is not directly assessed. Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

The IN will be audio-recorded, or if conducted remotely, the video-call will be recorded. Recordings will be used only for moderation purposes – permission from the apprentice will be required before recording proceeds.

Time

The IN will last for 45 minutes + 10% as required, maximum 50 minutes.

Venue

The interview will take place in a quiet room, free from distractions and influence.

Video conferencing may also be used to conduct the interview. In this case, additional requirements and checks in terms of connectivity, authenticity and security will be necessary – see FDQ’s User Guide to Invigilation found on FDQAwards.

The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by FDQ, for example a training provider's premises.

Assessment specification

Assessment specification and apprentice instructions L2 Baker ST0191/AP05: Interview underpinned by portfolio	
Question topic 1: Maximising product yield K10	The apprentice will be asked a minimum of one question on the following: <ul style="list-style-type: none"> • The importance of maximising product yields • The impact of poor efficiency in the bakery
Question topic 2: Common bakery product faults and issues K15 S22	The apprentice will be asked a minimum of one question on the following: <ul style="list-style-type: none"> • Examples of common faults experienced in bakery products and how they can be rectified
Question topic 3: Bakery documentation and records K18	The apprentice will be asked a minimum of one question on the following: <ul style="list-style-type: none"> • The importance of record keeping and documentation completion in the bakery • The types of records kept during and after production in the bakery
Question topic 4: Material/stock control S14 S15	The apprentice will be asked a minimum of one question on the following:

	<ul style="list-style-type: none"> • Storage conditions for a range of bakery ingredients and materials • Storage of allergenic/non-allergenic ingredients • Stock control systems including first-in first-out
Question topic 5: Customer/consumer focus B3	<p>The apprentice will be asked a minimum of one question on the following:</p> <ul style="list-style-type: none"> • The importance of being customer-focused • Examples of a customer focused approached
Question topic 6: Adaptable B4	<p>The apprentice will be asked a minimum of one question on the following:</p> <ul style="list-style-type: none"> • The importance of being adaptable in the workplace • Examples of being adaptable in the workplace
Question topic 7: Team worker B5	<p>The apprentice will be asked a minimum of one question on the following:</p> <ul style="list-style-type: none"> • Benefits to the company of team working • Examples of team working
Question topic 8: Learning and development B6	<p>The apprentice will be asked a minimum of one question on the following:</p> <ul style="list-style-type: none"> • Examples of the apprentice seeking to learn and develop their bakery knowledge or understanding of the business • Benefits to the business of a positive approach to learning and development
End of test	

Grading Criteria

Theme/KSBs	Pass descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors
Core	
Maximising product yield K10	Describes ways of working to maximise product efficiency and minimise waste
Common bakery product faults and issues K15 S22	Describes a situation where they have identified a common bakery product problem/fault and applied problem solving to identify the underlying cause

Bakery documentation/records K18	Describes the correct purpose and requirements for given bakery documentation and compliance records
Material/stock control S14 S15	Describes how they monitor materials/stock levels and controls and how they receive and store materials/stock, identifying factors that need to be taken into account
Customer/consumer focus B3	Describes an example of being customer/consumer focused, outlining the situation and the approach they applied to meet their needs
Adaptable B4	Describes an example of where they have been in the workplace and responded to changing demands or new technology
Team worker B5	Describes an example of being a team player in the workplace, outlining the situation and the role they played
Learning and development B6	Outlines different types of learning and development they have undertaken and their plans for learning and development and its potential benefits
Fail: apprentices will fail if they do not demonstrate all the pass descriptors	

Grade Boundaries

Grading criteria for the Interview underpinned by portfolio of evidence	
Fail	Pass
Did not achieve all Pass descriptors	Achieved all Pass descriptors

Sample Questions

Assessment specification and apprentice instructions L2 Baker ST0191/AP05: Interview underpinned by portfolio	
Question topic 1: Maximising product yield	<ul style="list-style-type: none"> How do you minimize waste in the bakery? What is the importance of yield?
Question topic 2: Common bakery product faults and issues	<ul style="list-style-type: none"> Describe a common bakery fault in a product. How did you resolve the problem?

Question topic 3: Bakery documentation and records	<ul style="list-style-type: none"> • What is the purpose of a production plan? • What information would you need to record to ensure compliance with Weights and Measures regulations?
Question topic 4: Material/stock control	<ul style="list-style-type: none"> • How are product stock levels monitored in the bakery? • What needs to be considered when storing ingredients?
Question topic 5: Customer/consumer focus	<ul style="list-style-type: none"> • Give an example where you have used a customer-focused approach. Explain the steps you took to ensure customer satisfaction.
Question topic 6: Adaptable	<ul style="list-style-type: none"> • Give an example of how you have adapted to changing demands of the business.
Question topic 7: Team worker	<ul style="list-style-type: none"> • Give an example of how you have been a team player. Explain the role you played.
Question topic 8: Learning and development	<ul style="list-style-type: none"> • What are the benefits of improving your learning and understanding of the bakery environment? • Give an example of how you have improved your knowledge of bakery (apart from the apprenticeship)?
End of test	

1.5.3 End-point Assessment method 3: Multiple-choice Test (MCT)

- Knowledge Test assesses the underpinning knowledge and understanding of the apprentice through 40 multiple-choice questions, one point is allocated to each question.
- There will be 36 questions on core knowledge and 4 questions on knowledge relating to craft bakery.
- KT will be closed book – no reference materials may be referred to.
- KT will be administered as an on-screen test, however in exceptional circumstances paper-based tests may be provided
- The test will be administered according to FDQ’s exam and invigilation requirements – see FDQ’s Invigilation Guide www.fdq.org.uk for further information.

If there are two or more apprentices attending the assessment they may sit the exam at the same time which will also take place under FDQ’s exam conditions.

FDQ recommend that if the apprentice completes the MCT well within the mandatory 60 minutes then they should read through their test paper to ensure they agree with the answers that they have given.

On completion of the MCT, the online system will mark and store the results of the test. The outcome of the MCT will generate a fail or pass grade.

Time

60 minutes are allowed to complete the test.

Number of Questions

Number of questions in the test: 40 MCQs

Venue

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

Assessment Specification

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

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

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

- 40 questions, 36 core and 4 core, 60 minutes, 1 mark allocated to each question.

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

Standard Ref	Knowledge Statement	Range		No of MCQ's	Total No of MCQ's
CK1	The bakery sector	1.1	The current size and structure of the bakery sector in the UK; types of customers; seasonal impact on bakery product demand.	1	3

		1.2	How and why bakery production methods have evolved; current and emerging bakery technology and digitalisation: equipment and processes, reference sources and management information systems.	2	
CK2	Consumer requirements and current trends; impact on the bakery industry	2.1	Trends in bakery products e.g bread types inc. sourdough, pastries, gluten free products; impact of these products on production.	1	1
CK3	Baking theory	3.1	The function of: mixing, proving, retarding, resting, baking, cooling.	2	3
		3.2	How bakery processes affect product quality.	1	
CK4	Basic recipe formulation	4.1	Ratios of ingredients for basic bread, pastry and cake products.	1	2
		4.2	Ingredient quantities as percentages of total product and scale up recipes for a range of batch sizes.	1	
CK7	Main bakery ingredients: flour, yeast, salt, sugar, fats, improvers, water, eggs	7.1	The origins, properties, nutritional value, purposes and uses of ingredients used in bread making and flour-based confectionery.	8	10
		7.2	How different ingredients interact with each other; how ingredients are stored, handled and transported.	2	
CK8	Principles of making dough	8.1	Changes in physical properties during processing, types of dough for different products.	2	4

		8.2	Bulk fermentation and no time doughs (Chorleywood bread process).	2	
CK11	Bakery legislation, regulations and requirements	11.1	Requirements of the following and how they apply to the bakery industry: Food Safety, Allergen control, Hazard Analysis Critical Control Points (HACCP), labelling, acrylamide, bakery-related asthmagens (powders), flour dust.	3	3
CK12	Health and Safety at Work Act 1974 and Control of Substances Hazardous to Health	12.1	Requirements of the legislation and how it applies to the bakery industry.	2	4
		12.2	Risk assessments and method statements, manual handling, Personal Protective Equipment (PPE) and standard operating procedures.	2	
CK13	Environmental	13.1	Requirements of the Environmental Protection Act 1990 and how it applies to the bakery industry.	1	2
		13.2	Sustainable and responsible use of resources and recycling: re-using materials according to operational requirements; handling waste produced in bakery processes.	1	
CK16	Quality assurance and monitoring of processes	16.1	The importance of quality assurance in the bakery industry; types of quality assurance checks; dealing with non-conformance; limits of own authority when performing quality checks.	2	2

CK19	Equality and diversity in the workplace	19.1	What 'equality, diversity and inclusivity' means in the workplace: equal opportunities and fairness for all; protected characteristics.	2	2
Craft baker option:					
CRK23	Principles of lamination	23.1	The lamination process: ingredients; how it works, problems that occur during lamination.	2	4
		29.2	Different product types using laminated dough and pastry.	2	
Total number of questions					40

Grading Criteria and Marks

The KT is graded fail or pass.

Grade Boundaries

The following grade boundaries apply to the multiple-choice test:

Grade	Minimum mark	Maximum mark
Fail	0	27
Pass	28	40

Sample Questions

A number of sample multiple-choice questions can be found below. It will be of benefit to the apprentice to practise answering this type of question before the KT test. Each question has just one correct answer. FDQ maintains a large bank of multiple-choice items or questions that are randomly selected to create individual tests. The KT will cover all aspects of the bakery work environment as identified in the assessment specification.

Example Questions

Question 1

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

- a. Heat
- b. Flour Dust
- c. Mould
- d. Strong Flour

Answer b. Flour Dust

Question 2

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

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

Answer a. Iron

Question 3

Why should protective clothing be worn in a bakery?

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

Answer d. To protect the food product from contamination

Question 4

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

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

Answer a. Protein content

Question 5

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

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

Answer d. Foot operated bin with lid

1.6 The Final EPA Grade

The IE will grade the EPA according to the grades achieved in each of the three assessments. All assessment methods are weighted equally. The examiner’s decisions will be subject to moderation and verification by the End-point Assessment Organisation (EPAO), FDQ.

The final EPA grade will be based on the outcomes from the observation with questioning (QO), the interview (IN) underpinned by portfolio of evidence and the knowledge test (MCT).

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

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

Final grade calculation for Level 2 EPA for Baker ST0191 AP05

Assessment method 1: Observation with questions	Assessment method 2: interview underpinned by a portfolio of evidence	Assessment method 3: Multiple-choice test	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	Pass	Pass	Merit
Distinction	Pass	Pass	Distinction

Any grade= fail, pass, merit, distinction

1.7 Reasonable Adjustments

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

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

1.8 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.

1.9 Statement of Customer Service

FDQ's 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.

1.9.1 Service standards to training providers and employers

Enquiries:

- verbal enquiries will be responded to within 2 working days
- email enquiries will be responded to within 2 working days
- letter enquiries will be responded to within 10 working days

- we aim to resolve all enquiries within 5 working days.

Results:

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

Advice, support and guidance contacts

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

1.9.2 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 859 1266.

- 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.

1.10 Unsuccessful Apprentices

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

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

1.11 Resits / Retakes

With the agreement of their employer an apprentice failing a component of the EPA will have the opportunity to take resit or retake:

- Resit – no further training/learning required
- Retake – additional training required.

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

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

A resit is typically taken within two months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within four months of the EPA outcome notification.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a resit or retake.

1.12 Appeals and Complaints

FDQ is committed to providing the highest levels of service to its customers, including centres and apprentices. It anticipates that issues or complaints can be resolved through the complaints or enquiries procedures and these procedures will be followed in the first instance. FDQ's Complaints Policy can be found 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 Procedure available at www.fdq.org.uk

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

1.13 Conclusion of EPA

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

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

We hope this handbook has been helpful and has given you an insight into the requirements for the Level 2 EPA for Baker ST0191 (Craft) standard and EPA.

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

Email: epa@fdq.org.uk

Website: www.fdq.org.uk

Tel: 0113 859 1266

1.14 Glossary

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

Appendix 1: End-point Assessment Site Visit

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

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

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

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

<p>Dedicated assessment area minimal/completely free from distraction for the period of the assessment</p> <p>Clock</p>		
<p>Internet access</p> <p>To enable on-line knowledge testing (if appropriate)</p>		
<p>First aid</p> <p>Equipment</p> <p>First aider availability</p>		
<p>Employer information if applicable</p> <p>HACCP Plan</p> <p>Job Specification</p> <p>Employer vision</p> <p>Culture values etc</p>		
<p>Decision</p>		

Additional information Example – Parking, availability location of premises etc.	
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Statement of acceptance:

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

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

Appendix 2: Example Timetable for EPA Day

Multiple-choice Test

It is possible for the MCT to be completed on a separate day prior to the other assessment components.

Timetable for EPA	Knowledge Test (MCT)
08:30 (time will vary)	Arrival, introductions and overview of the day
09:00 (time will vary)	Multiple-choice Test (MCT) 60 minutes
10:00 (time will vary)	Refreshment break

Observation with questions (OQ) and Interview underpinned with portfolio of evidence (IN) on same day

When the OQ and the IN are completed on the same day:

Timetable for EPA	Observation with questions (OQ) and Interview underpinned with portfolio of evidence (IN)
08:30	Arrival, introductions and overview of the day
09.00	Observation with questions (OQ)
11.30	Refreshment break
12.00	OQ (continued)
14.30	Refreshment break
15.00	Interview underpinned by portfolio of evidence
16.00 (approx.)	End of EPA day

Appendix 3: Feedback Form

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

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

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

Appendix 4: JCQ Guidelines

JCQ guidelines for Written and On-screen examinations are relevant to the KT and should be shared with apprentices prior to the test as relevant:

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>

Appendix 5: Mapping of portfolio of evidence to KSBs for Interview

To meet the requirements of the Baker End Point Assessment gateway, the apprentice must submit a portfolio of evidence typically containing 10 pieces of evidence that will underpin their Interview assessment (IN). Employers/training providers are expected to provide significant support to the apprentice to help them prepare their evidence, and employers must sign the evidence off to declare that the requirements have been met.

The evidence in the portfolio must

- be clearly mapped to the Knowledge Skills and Behaviours (KSBs) to be assessed in the IN.
- be authentic to the apprentice
- relate to ‘real’ work completed by the apprentice; evidence from simulated activities is not allowable
- be concise (FDQ recommends that each discrete piece of evidence should be no more than four pages long).

The guidance following pages provides a simple structure for creating the portfolio and explaining how the evidence meets the KSBs. It will help employers/training providers to support the apprentice and make sure that evidence submitted meets the gateway requirements.

FDQ does not prescribe how the portfolio of evidence should be presented, although electronic format would be a distinct advantage to make the submission to the IE straightforward. It is not mandatory to use this guide. Employers/training providers and apprentices are free to present evidence in any way that meets the gateway requirements.

Portfolio of Evidence Contents and Mapping

The EPA plan for the apprenticeship identifies the following assessment topics that the apprentice must produce evidence against, and answer questions on, at the EPA IN. The portfolio should only contain evidence for these topics.

IN topics:

Knowledge
K10 Core. Maximising product yield efficiency and waste minimisation.
K15 Core. Common baking faults and issues; problem solving.
K18 Core. Documentation requirements; compliance records.
Skills
S14 Core. Monitor materials/stock levels and controls for example, first in first out, temperature and environment.
S15 Core. Receive and store materials/stock from external suppliers and/or internal stores.
S22 Core. Identify bakery product problems/faults and underlying causes.
Behaviours
B3 Core. Consumer/customer focus. For example, strives to meet their needs.
B4 Core. Adaptable. For example, responds positively to changing demands or new technology.
B5 Core. Team worker. For example, polite, keeps others informed, helps colleagues, takes account of equality and diversity.
B6 Core. Seeks learning and development opportunities.

Types of evidence can include:

- ✓ workplace documentation, for example workplace policies/procedures, records
- ✓ witness statements
- ✓ annotated photographs
- ✓ video clips (maximum total duration 10 minutes); the apprentice should always be in view and identifiable

This is not a definitive list; other evidence sources are possible. Please note the following:

- it should not include any methods of self-assessment

- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to FDQ at the gateway

The portfolio is checked on receipt in gateway for 10 pieces of valid evidence but is not directly assessed. It underpins the interview and therefore it is not marked by FDQ. The IE will review the portfolio in preparation for the interview but is not required to provide feedback after this review

FDQ recommends the apprentice uses the 10 topic headings as the starting point for building their portfolio as it will provide them with a simple structure to organise the evidence. These topics are cross-referenced to all of the KSBs that must be covered in the portfolio. An evidence map is provided in this document to assist in cross referencing pieces of evidence to the KSBs required for the IN.

The IE will refer to the assessment topics (and their KSBs) when reviewing the submitted evidence, devising questions for the IN.

The following map will help the apprentice to organise their evidence they submit to the IE at gateway.

Mapping document for Baker portfolio of evidence

Evidence Ref	Evidence Description	K10	K15	K18	S14	S15	S22	B3	B4	B5	B6
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Once the evidence has been collated and mapped to the KSBs, the employer MUST sign it off as complete by signing the FDQ gateway declaration form in the relevant section.