

Food Technologist Guide to EPA

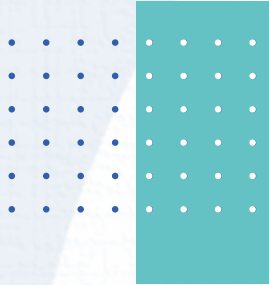


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Document History

This document replaces all previous versions. The Guide to EPA is subject to regular revision and is maintained and version controlled electronically.

Previous changes were recorded separately and are held by the Quality and Operational Assurance Director.

Date	Change
V2.0/2.1	<p>Behaviour statement (B5) 'Integrity and respect; respect for colleagues, good communication at all levels, adapts style' – should be assessed through the workplace project and presentation.</p> <p>Appendix 5 added – JCQ guidelines</p> <p>Confirmation that assessment components may be taken in any order</p> <p>Confirmation that the project proposal is checked by one of FDQ's IEs.</p> <p>Clarification of grading for PDI</p> <p>WPP sample questions and follow-on questions added</p>
V2.2	<p>Mapping of S10, S11, S12 added</p>
V3.1	<p>Appendix 5 – JCQ guidelines link updated Minor typos amended Resit/retake form removed, as now on the gateway form</p>
V4	<p>Changed the abbreviation for the Workplace Project & Presentation from 'WP' to 'WPP' Removed typo gained from the assessment plan, removing references to an observation and replacing them with Workplace Project & Presentation</p>
V5	<p>Minor formatting changes</p>
12/02/2024	<p>All guides redesigned and condensed down to suit apprentices, employers and training providers.</p>



WHAT IS AN END-POINT ASSESSMENT?

The EPA is the final part of your apprenticeship. It is important so prepare well for it! It is designed to confirm you have the skills, knowledge and behaviours needed to become a qualified food technologist.

Getting ready for your EPA:

- A Level 3 Diploma in Food Technology
- Functional skills in English and Maths at level 2 (if not already achieved)
- A declaration form that confirms all knowledge, skills and behaviours in the Food Technologist standard have been evidenced.

Reasonable adjustments:

Your employer must inform FDQ if you need any reasonable adjustments for your EPA. For example, extra reading time or instructions in larger font. Make the request for adjustments when your employer requests your EPA test. FDQ is committed to provide equality throughout all our EPAs.

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

EPA Itinerary:

FDQ will send details of the date and time of your EPA to your employer and yourself. This will be sent by our operations team when they have confirmation from the relevant EPA manager. Apprentices have 12 weeks to complete their EPA once they have entered the FDQ gateway.

What happens after your EPA day?

FDQ will confirm the final results, including a grade for the EPA to your training provider. This takes around 21 working days from your final EPA date. If you pass your EPA, the Education and Skills Funding Agency (ESFA), on behalf of the Institute of Apprenticeships will send your Apprenticeship certificate to your employer. Your certificate should then be passed onto you!

What happens if you don't pass your EPA?

If you don't pass your EPA there is always an option to resit/retake. Please read page 27 for more information.

End-point Assessment Day:

What to expect on the day of your EPA

You should arrive at least 30 minutes prior to start time of your EPA. This will enable yourself to prepare for the practical observation assessment, allowing preparation time for Personal Protective Equipment (PPE) to be put on and for any required tools and equipment to be obtained. The Independent examiner will arrive and in preparation for the EPA day to commence.



	Component	Time allowed	Questions	Graded
1	Written Knowledge Test	90 minutes allowed	30 multiple-choice and 5 short answer questions	Fail/Pass/Merit /Distinction
2	Workplace Project and Presentation	11 weeks to complete 45-60 minutes to present	Project based	Fail/Pass/Merit /Distinction
3	Professional Dialogue and Interview	1 hour allowed	6 competency- based questions	Fail/Pass/Merit /Distinction

3.0 ABOUT THE EPA



Site visit from EPA Manager

This will be conducted by an 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. The visit from the EPA Manager can be in person or remote. The visit will:

- Review the suitability of the venue for EPA and that minimum requirements are met. Wherever possible, the EPA will take place in the apprentice's workplace. However, if this is not possible, FDQ may agree to an alternative venue.
- Ensure that the apprentice is not disadvantaged in any way and is assessed in a fair, safe and robust environment.
- Agree a suitable date and time for the EPA and agree an outline of the day's events.
- Agree a suitable format for the Practical Observation to enable the apprentice to demonstrate the required activities, as well as a quiet area/room for assessing supplementary evidence, answering mandatory questions and conducting the Professional Dialogue and Interview.

Fees for the EPA:

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 all our standards.

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.

EPA Assessment Method	Key
Written Knowledge Test	WKT
Workplace Project and Presentation	WPP
Professional Dialogue and Interview	PDI

WHAT KNOWLEDGE IS ASSESSED THROUGH EACH COMPONENT?

Standard Reference	Knowledge to be assessed	WKT	WPP	PDI
K1	Legislation and regulations in the food and drink industry, including understanding of: <ul style="list-style-type: none"> • Food Safety • Health and Safety • Hazard Analysis and Critical Control Points (HACCP) 	•	•	
K2	Basic principles of environmental legislation	•		
K3	Basic principles of microbiology: common food pathogens and toxins, food hygiene	•		
K4	Basic principles of food chemistry: composition of food, food nutrition	•		
K5	How to carry out sensory analysis	•		
K6	Use and purposes of food industry standards (eg British Retail Consortium, Standard Operating Processes, Quality Management Systems and internal and external specifications)	•		
K7	Internal and external audit processes used in food businesses	•		
K8	How to collect, interpret, analyse and manipulate data and complete documentation.	•	•	

K9	Principles of raw materials: specifications, supply, storage, handling and quality assurance	.		
K10	The key principles of Continuous Improvement (CI) Management	.		
K11	Management systems used in food businesses: Good Manufacturing Processes (GMP), Good Hygiene Practices (GHP), process flow and risk management	.		
K12	Understanding of the drivers of costs and quality	.		
K13	Methods of pest control and pest prevention	.		
K14	The functions and processes used in new and existing product development (NPD and EPD)	.		
K15	The food supply chain from end to end, and relationships within it	.		
K16	Understanding of a range of problem solving techniques, to include root cause analysis and investigation methods	.	.	
K17	Appreciation of ethical issues in the food industry	.		
K18	Understanding of how to cost products	.		

Skills to be assessed

S1	Implement and maintain risk management systems (eg Hazard Analysis and Critical Control Points)		.	
S2	Review and maintain technical procedures for food businesses		.	
S3	Use a range of IT systems to analyse and interpret data to identify trends and drive Continuous Improvement (CI)		.	
S4	Provide and interpret management data and information (reports and presentations)		.	

S5

Carry out internal audits and participate in external audits

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S6

Conduct sensory evaluation activities

.

S7

Investigate and resolve problems, including customer complaints and quality issues

.

S8

Contribute to Continuous Improvement (CI)

.

S9

Develop and maintain effective relationships with customers, suppliers and colleagues

.

S10

Act as a champion for the technical department within the wider business

.

S11

Carry out a product costing

.

S12

Support product trials

.

S13

Use problem solving techniques, to include root cause analysis and investigation methods

.

S14

Influence and negotiate with colleagues

.

Behaviours to be assessed

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: integrity, 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, good communication at all levels, adapts style

B6

Working in a team: builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately

B7

Problem solving: works to identify and ensure root causes of problems are resolved, demonstrating a tenacious approach

B8

Responsiveness to change: flexibility to changing working environment and demands

B9

Company/industry perspective: knowledge of company and food industry, acts as an ambassador

B10

Effective communication: in writing, visually and verbally

B11

Innovation: Demonstrates curiosity to foster new ways of thinking and working

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Written Knowledge Test (WKT)

Time

- 90 minutes allowed

Question Styles

- 30 multiple-choice questions (MCQ) and 5 short answer questions (SAQ)

Venue

- The WKT must take place in a quiet area, away from distractions.

Grading criteria and marks

MCQ's	SAQ's
<ul style="list-style-type: none">• 30 questions• 1 mark for each correct answer• 30 marks available	<ul style="list-style-type: none">• 5 questions• 6 marks for each correct answer• 30 marks available
Total marks = 60	

Fail	Pass	Merit	Distinction
Scored 39 or less	Scored between 40 and 49	Scored between 50 and 54	Scored between 55 and over

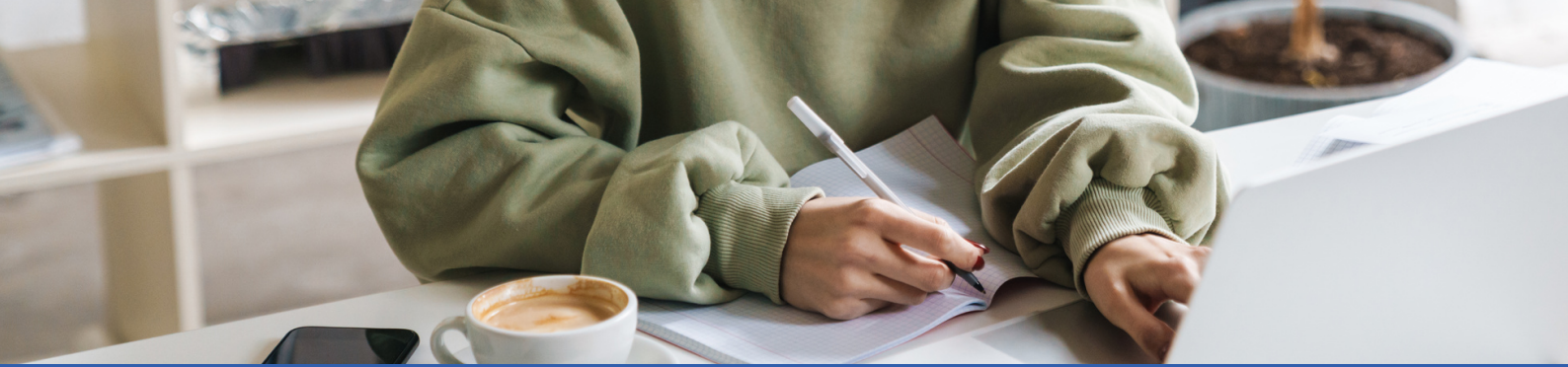


Sample Questions

Sample questions are available on FDQ awards. FDQ recommend for apprentices to undertake sample exams online however paper-based sample exams are also available.

KNOWLEDGE TEST (KT)





KNOWLEDGE TEST ASSESSMENT SPECIFICATION

Standard reference	Knowledge to be assessed	Range	No of MCQs	Total No of MCQs	Total no of EAQs	
K1	Legislation and regulations in the food and drink industry, including understanding of: Food Safety; Health and Safety; Hazard Analysis and Critical Control Points (HACCP)	1.1	Assessing and monitoring risks in health and safety	1	3	1
		1.2	Assessing and monitoring risks in food safety, including the design of HACCP based procedures	1		
		1.3	Validation of HACCP based procedures; the supervisor's role in training, verifying and reporting of HACCP	1		
K2	Basic principles of environmental legislation	2.1	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

K3	Basic principles of microbiology: common food pathogens and toxins, food hygiene	3.1	Understand the microbiology of common food pathogens, identification, multiplication factors, presence, survival and destruction of.	1	2	1
		3.2	Understand types of bacterial food poisoning, toxins and prevention of, based on good food hygiene practices	1		

K4	Basic principles of food chemistry: composition of food, food nutrition	4.1	Understand the basic composition of all food groups: carbohydrates, proteins, fats, vitamins and minerals	1	2	1
		4.2	Understand importance of the presence of these nutrients and their impact on quality of food materials	1		

K5	How to carry out sensory analysis	5.1	Understand how to identify samples for sensory analysis and prepare for testing	1	3	1
		5.2	How to carry out testing to ensure valid results and to determine how a product meets specification	1		

K6	Use and purposes of food industry standards (eg British Retail Consortium, Standard Operating Processes, Quality Management Systems and internal and external specifications)	6.1	Understand the purpose of food industry standards to ensure quality and safety of food products	1	2	1
		6.2	How to follow SOP's, QMS and specifications in the workplace; the importance of meeting these standards to comply with customer requirements and legislation.	1		

K7	Internal and external audit processes used in food businesses	7.1	Types of internal and external audits; plans and standards for use in audits; defining audit scope	1	2	1
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		7.2	Judgement of compliance with standards; reporting of non-compliance; setting dates and targets for completion; checks on completion	1		
K8	How to collect, interpret and analyse data and complete documentation	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 raw materials: specifications, supply, storage, handling and quality assurance	9.1	The requirements for raw material specifications and how these are checked to ensure compliance; the storage requirements of raw materials to maintain safety quality and processing needs; actions taken to reject product not meeting specification.	1	1	1
K10	. The key principles of Continuous Improvement (CI) Management	10.1	Importance of CI; examples of CI techniques such as Kaizen, SMED, 5S; issues and barriers to successful CI implementation	1	1	1
K11	Management systems used in food businesses: Good Manufacturing Processes (GMP), Good Hygiene Practices (GHP), process flow and risk management	11.1	The practices needed to maintain GMP and GHP and how these are assessed in the workplace	1	2	1
		11.2	The purpose of risk management in maintaining the safety of food products	1		
K12	Understanding of the drivers of costs and quality	12.1	Drivers of product cost	1	2	0
		12.1	How to calculate the cost of product rejects and quality failures during non-compliance issues.	1		
K13	Methods of pest control and pest prevention	13.1	The main pests and signs of pests that need to be controlled in the food production environment.	1	2	1

		13.2	Controlling pests; integrated pest management.	1		
K14	The functions and processes used in new and existing product development (NPD and EPD)	14.1	The food technologist's role in NPD and EPD and the importance of this in ensuring successful development through to launch.	1	2	1
		14.1	The importance of benchmarking activities and shelf life testing as part of the NPD and EPD process	1		
K15	The food supply chain from end to end, and relationships within it	15.1	Stages in the food supply chain; the importance of traceability within the supply chain.	1	1	1
K16	Understanding of a range of problem-solving techniques, to include root cause analysis and investigation methods	16.1	Problem-solving techniques, such as fishbone diagrams, root cause analysis, problem definition	1	2	0
		16.2	Type of problems that can occur in food and drink manufacture; evaluation of problem solutions	1		
K17	Appreciation of ethical issues in the food industry	17.1	Examples of ethical issues in food production e.g. fairness in growing/production; food waste; organic production; local procurement; animal welfare	1	1	1
K18	Understanding of how to cost products	18.1	Calculation of products costs; cost engineering in EPD	1	1	1
Total				30 marks	30 marks	5* marks

5* questions based on 5 of the 15 possible topics in the column

Workplace Project and Presentation (WPP)

The workplace project is a substantial piece of work that will allow the apprentice to plan, implement and present an individual work-based project. The workplace project assesses the apprentice's ability to demonstrate their approach to data analysis, implementation of technical procedures and ability to present sound conclusions and recommendations.

Time

- The apprentice will complete the project within 11 weeks and should begin soon after the start of the 12 week EPA period has started.
- A presentation based on the report will be presented to the independent examiner at the end of the 12 week End-point Assessment period.
- The report must be submitted to the independent examiner one week before the date of the presentation (week 11).
- The presentation and Q&A will typically last 45 minutes and no more than one hour.

Venue

- The presentation of the WPP may take place on the employer's site.
- The assessment is not interrupted
- Quiet area for the WPP

Project Topics

Employers will suggest their own project topic in line with their operations. Suggested topics should be provided to FDQ no later than one week before the apprentice enters gateway, in order to give sufficient time for approval in readiness for the apprentice to commence work from the gateway date. The project should:

- be no more than 3000 words
- be uploaded to FDQ (details on how to do this will be supplied)
- be accompanied by an authenticity declaration

Please note that FDQ may use anti-plagiarism software to check authenticity of the written report.



Workplace Project and Presentation (WPP)





Workplace Project and Presentation Assessment Specification

The scope of the workplace project must cover, but need not be limited to:

Planning, Design and Organisation
B1, B2, B3, K1

Planning and design of project programme of work including recognition of resource implications, risk assessment, Hazard Analysis Critical Control Points (HACCP) and other work-based customer and stakeholder requirements.

Project Implementation
K16, S1, S2, S6, S9, S13, S14, B10, B7, B5

Competent implementation of project work, including recognition of safe working practices and recording of work and progress. Feedback of own reflection, and feedback from line manager or customer.

Results and Conclusions
K8, S3, S4, B10, B11

Appropriate, timely and concise reporting of project work including data analysis and drawing conclusions via written and oral media. The report should be 3000 words maximum. It should be presented to the IE at week 11 of the gateway period. The report should be written with regard to: grammar, spelling and punctuation, use of references where applicable, use of graphs and tables to illustrate ideas and findings; and show clarity of thinking and logical conclusions.

The apprentice must demonstrate the following knowledge, skills and behaviours while undertaking the workplace project and presentation:

Standard Ref	Core Knowledge
K1	Food safety and health and safety
K8	How to collect, interpret and analyse data and complete documentation
K16	Understanding of a range of problem-solving techniques, to include root cause analysis and investigation methods
Core Skills	
S3	Use a range of IT systems to analyse and interpret data to identify trends and drive Continuous Improvement (CI)
S1	Implement, and maintain risk management systems
S2	Review and maintain technical procedures for food businesses
S6	Conduct sensory evaluation activities
S4	Provide and interpret management data and information (reports and presentations)
S9	Develop and maintain effective relationships with customers, suppliers and colleagues
S13	Use problem solving techniques, to include root cause analysis and investigation methods
S14	Influence and negotiate with colleagues
Core Behaviours	
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: integrity, aims for excellence, time management
B5	Integrity and respect; respect for colleagues, good communication at all levels, adapts style
B7	Problem-solving: works to identify and ensure root causes of problems are resolved, demonstrating a tenacious approach
B10	Effective communication: in writing, visually and verbally
B11	Innovation: Demonstrates curiosity to foster new ways of thinking and working.



Grading Criteria & Marks

The project and presentation will be graded against the following set of criteria categorised either by acceptable, good or outstanding achievement as demonstrated in the table below. Each element is scored one point for acceptable achievement, two points for good achievement and three points for exceptional achievement based on the assessment criteria given in the table below.

Project element	Acceptable achievement	Good Achievement	Outstanding Achievement
Project plan and approach	Project plan outlines realistic timescales and objectives and approach is clearly defined with consideration of resources and stakeholders	Project plan demonstrates approach and methodology has been well thought through carefully considered with realistic aims, objectives and timescales; demonstrates consideration of resources and risks	Project plan clearly defines approach and methodology, realistic and achievable aims objectives and timescales; and demonstrates careful consideration of all resources and possible stakeholders; full and accurate risk assessment is included.
Technical procedures	Implements and reviews procedures in line with organisational procedures	Implements procedures effectively, in a logical and planned sequence, seeking ways to improve performance	Demonstrates effective improvement on current performance, suggesting, implementing and validating improvements to standards or ways of working

Grading Criteria & Marks

Risk management procedures	Accurately assesses risks and plans action to manage risk	Conducts thorough risk assessment and implements effective controls	Demonstrates a systematic approach to carrying out risk assessment, implementing effective risk management controls and communicating the results.
Stakeholder liaison	Internal and external stakeholders identified and engaged	Demonstrated ability to communicate with internal and external stakeholders	Demonstrated ability to effectively influence all stakeholders, actively seek and listen to feedback
Data analysis	Structured data analysis using appropriate tools and techniques	Well-structured data analysis using appropriate statistical tools & techniques	Systematic data analysis using advanced statistical tools & techniques
Drawing conclusions & recommendation	Well-reasoned conclusions based on appropriate data analysis and basic recommendations made	Well-reasoned conclusions based on appropriate data analysis and logical recommendations for improvements made	Well-reasoned conclusions and sound logical recommendations for future implementation linked to tangible business benefits
Presentation	Presentation is well laid out, neat and organised with clearly articulated objectives	Style and language used within the presentation is appropriate to the audience; laid out in a logical sequence with a clear start, middle and end	Uses an appropriate variety of techniques and tools within the visuals and narrative to maximise the impact of key points within the presentation
Delivery of presentation	Clear, articulate and accurate presentation of technical project elements and personal viewpoints within timescales allowed	Delivers presentation confidently; deals well with technical questioning; demonstrates effective listening skills	Dynamic and engaging presentation; adapts style to fully capture the attention of the audience using an appropriate selection and variation of presentation skills

Grading Criteria & Marks

The boundaries for allocating the grade for the practical tests are given in the table below:

Fail	Pass	Merit	Distinction
Scored 7 or less	Scored between 8 and 12	Scored between 13 and 18	Scored between 19 and 24



Professional Dialogue and Interview (PDI)

The professional dialogue and interview is a structured discussion between the apprentice and the independent assessor. The professional dialogue and interview will assess the candidate's appreciation of behaviours for the industry. Apprentices will be asked 6 competency- based questions, ensuring all the 6 skills and 4 behaviour criteria listed below are covered.

Time

- The apprentice will have up to 1 hour allowed

Venue

- The presentation of the PDI may take place on the employer's site.
- The assessment is not interrupted
- Quiet area for the PDI

Assessment Specification

The bank of competency-based questions will focus on the knowledge, skills and behaviours that have not already been assessed in the other end-point assessment components, as shown below.

Skills:

- Carry out internal audits and participate in external audits
- Investigate and resolve problems, including customer complaints and quality issues
- Contribute to Continuous Improvement (CI)
- Act as a champion for the technical department within the wider business
- Carry out a product costing
- Support product trials

Behaviours:

- Self-development: proposes objectives to support the business, seeks learning, drives the development of self and others
- Working in a team: builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately
- Responsiveness to change: flexibility to changing working environment and demands
- Company industry perspective: knowledge of company and food industry, acts as an ambassador



Professional Dialogue and Interview (PDI)





Grading criteria & Marks

The IE will judge the presentation and interview responses to the set questions against the grading criteria below. All required skills and behaviour PDI statements must be achieved to pass this assessment component, however only the behaviour statements will be awarded a grade of fail, pass, merit or distinction, contributing to an overall grade of fail, pass, merit or distinction for the overall component grade.

Reference/ KSB's	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)
B4 Self development	Proposes objectives to support the business, seeks learning, drives the development of self and others.	Takes ownership for learning and practising new skills/techniques/tools; constantly seeks to improve own understanding and learn from others; shares knowledge and experiences with others	Proactively develops new skills; challenges and questions others to improve own understanding; encourages others to learn from experiences, supporting them when they make a mistake	Shows no evidence of driving own development or understanding of the business.
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.

<p>B8 Responsiveness to change</p>	<p>Demonstrates flexibility to changing working environment and demands.</p>	<p>Demonstrates flexibility to get involved in different tasks; consistently reacts positively to changes and finds ways to support implementation.</p>	<p>Looks to understand the reasons behind changes; constructively questions and challenges change; sets a positive example for others about change.</p>	<p>Struggles to adapt to change; fails to recognise the reasons behind change in the business.</p>
<p>B9 Company/industry perspective</p>	<p>Demonstrates knowledge of company and food industry, acts as an ambassador.</p>	<p>Identifies opportunities to improve own understanding of the company and wider food industry; sets an example to others.</p>	<p>Proactively seeks to improve own understanding of the company and wider food industry; actively seeks opportunities to promote the business.</p>	<p>Shows little evidence of understanding company objectives and wider food industry.</p>

GRADE BOUNDARIES

Marking the Professional Dialogue and Interview			
Fail	Pass	Merit	Distinction
3 or less marks	4 to 6 marks	7 to 10 marks	11 to 12 marks

4.0 The Final Grade

The final decision on whether the apprentice has passed the end–point assessment lies solely with the independent examiner who will grade the apprenticeship according to the requirements set out in this plan. The apprenticeship grade will be based on the outcomes from the: knowledge test, workplace project and presentation and professional dialogue and interview.

WKT	WPP	PDI	Overall Grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Pass
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Pass
Merit	Pass	Distinction	Pass
Distinction	Pass	Merit	Pass
Distinction	Pass	Distinction	Pass
Pass	Merit	Pass	Pass
Pass	Distinction	Pass	Pass
Merit	Merit	Pass	Merit
Pass	Merit	Merit	Merit
Merit	Merit	Merit	Merit
Merit	Merit	Distinction	Merit
Distinction	Merit	Merit	Merit
Distinction	Merit	Distinction	Merit
Pass	Merit	Distinction	Merit
Distinction	Merit	Pass	Merit
Merit	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Merit	Distinction	Merit	Merit
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Merit	Distinction
Merit	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

Extra Information



Please read below for any extra information regarding the EPA or the process after the EPA has taken place.

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. The ESFA issue the final certificate to the employer.

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.

Unsuccessful apprentices

If an apprentice does not pass the EPA, the employer and apprentice have the following options.

Either:

- Apply to resit/re-take the EPA tests or
- Make an appeal to FDQ if you disagree with the result, see www.FDQ.org website for FDQ's appeals policy.



Resits/Retakes

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. Confirmation of additional training/preparation is needed when applying for a retake. 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.

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.

Apprentices will complete a different WKT and WPP interview questions when taking a re-sit/re-take. If the PO is re-sat or re-taken, supplementary evidence originally submitted and assessed as a pass or outstanding, need not be reassessed and the original assessment decision on that evidence will be retained. The apprentice can however choose to submit new (replacement) supplementary evidence with the agreement of their Independent Examiner. In the case of a resit/retake outside of the original maximum EPA period, supplementary evidence must be current and will be assessed as part of the new Practical Observation. 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.

Appeals and Complaints

FDQ is committed to providing the highest levels of service to its customers, including centres and apprentices.

- Complaints Policy
- Appeals Policy

Conclusion of EPA

We hope this handbook has been helpful and has given you an insight into the requirements for the Food Technologist 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.

6.0 Glossary

Terminology	Definition
Additive	Ingredients added to food to alter them in order to preserve or enhance specific qualities eg taste, colour
Allergy	Negative response triggered by the immune system from a range of causes such as consuming certain common food ingredients
Amino Acids	Simple organic compounds containing an amino group and a carboxyl group: the building blocks of protein
Amylopectin	Part of the starch molecule, made up of glucose molecules in a branched structure
Bacteria	Group of single celled organisms with a cell wall but no organelles (structure in a cell with a specific function)
Botulism	Rare but potentially fatal illness caused by toxins from bacterial spores. Food borne botulism can be caused by eating improperly processed canned foods
Canning	Process used to preserve foods where food is heated in a can to kill microorganisms
Carbohydrate	One of the key macronutrients made up of carbon, hydrogen and oxygen; main source of energy in the diet
Deficiency	Lack of essential nutrients leading to malnutrition and disease
Disaccharide	Molecule formed when two sugar molecules (monosaccharides) bond together and lose water 3.g sucrose, lactose and maltose

Terminology	Definition
Essential Nutrient	Required for normal function but cannot be synthesised by the body, so these nutrients must come from a dietary source
Fatty acid	Molecule made up of carbon and hydrogen, which can be unsaturated or saturate; basic building block of oils and fat
Flavour	Experience involving taste and smell
Fortification	Process of adding nutrients to food
Glucose	Simple sugars; main source of energy in the body, and the preferred fuel in the brain
Lipid	Group of compounds insoluble in water; includes fats and oils with various functions eg energy yielding and as structural components
Macronutrient	Required in large amounts in the diet; main types are proteins, carbohydrates and lipids
Mollusc	Invertebrate with a soft body, often covered with a shell (eg mussels, squid)
NPD	New product development is the process of bringing new food products into the market
Oil	Blend of various triglyceride molecules typically liquid at room temperature
Organoleptic	Sensory qualities of food; flavour, texture, aroma and appearance

Terminology	Definition
Pasteurisation	Using temperature and time to reduce microorganisms to a safe level without major alteration to the properties of the product (milk at 72C for 15secs)
Pathogen	Microorganism (eg bacteria and viruses) that can cause disease
Polysaccharide	Complex carbohydrate formed by long chains of monosaccharides joined together by a glycosidic bond
Preservative	Extends the shelf life of a food product by inhibiting microbial growth
Salmonella	Genus of bacteria that can cause food poisoning. Poor hygiene practice can lead to salmonella infections
Sensory	Relating to the five basic senses: hearing, touch, taste, sight and smell
Taste	One of the basic senses. Food is detected in the mouth by receptors in the tongue. The five tastes are sweet, bitter, sour, salty and umami
Taste Panel	Group of people having a joint duty to taste and evaluate a food or beverage product
Umami	Fifth basic taste, described as a savoury flavour. Usually identified as being similar to the taste of meat or broth
Vegetable	Edible plant parts such as roots, leaves, stems eg spinach, carrots, celery
Viscosity	The measurement of a fluid internal friction and resistance to flow. Typically used to measure the thickness of a liquid
Water Activity	Measures the availability of water, linked with microorganism growth; 1.0 signifies pure water, 0.0 no water available. Abbreviated to Aw

