

Level 2 End-point Assessment for Automated Baker



ST0191

**Employer and Training
Provider Handbook**



Contents

Document History	4
Level 2 End-point Assessment for Baker (Automated) ST0191 Employer and Training Provider Handbook	5
1.1 Apprentice readiness for EPA	5
1.2 Workplace / Venue Visit	5
1.3 Fee and Payment Terms	6
1.4 End-Point Assessment Day	6
1.5 Assessment Methods	7
1.6 Knowledge Test (KT)	11
Time	12
Number of Questions	12
Venue	12
Assessment Specification	12
Grading Criteria and Marks	20
Grading Boundaries	20
Sample Questions	20
1.7 Assessment Centre Observation (ACO).....	22
Time	23
Venue	23
Tools / Equipment and Materials.....	23
Assessment Specification	24
Grading Criteria and Marks	26
Grading Boundaries	30
1.8 Workplace Observation and Interview (WOI)	30
Time	30
Venue	30
Tools / Equipment and Materials.....	31
Assessment Specification	32
Grading Criteria and Marks	33
Grading Boundaries	39
Sample Questions	39
1.9 Final EPA Grade	40
1.10 Reasonable Adjustments	41
1.11 Certification	42
1.12 Statement of Customer Service.....	42
Service standards to training providers and employers.....	42
Enquiry policy and procedures for training providers, employers and learners	42

1.13 Unsuccessful Apprentices	43
1.14 Re-sits / Re-takes.....	43
1.15 Appeals and Complaints	44
1.16 Conclusion of EPA.....	44
1.17 Glossary.....	46
Appendix 1: End-Point Assessment Site Visit	47
Appendix 2: Example Timetable for EPA Day	51
Appendix 3: Feedback Form	53
Appendix 4: JCQ Guidelines.....	54

© FDQ LTD

Document History

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

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

Date	Section	Change

Level 2 End-point Assessment for Baker (Automated) ST0191 Employer and Training Provider Handbook

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

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

1.1 Apprentice readiness for EPA

Ideally, within 12 weeks prior to the EPA taking place, the training provider/employer or both in conjunction with the apprentice will agree that they have completed the requirements below and are ready for their 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.

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

- Completed and certificated level 2 Diploma in Bakery
- 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 FDO Awards as part of the Gateway declaration.

1.2 Workplace / Venue Visit

- This will be conducted by the Independent Examiner (IE) and or Independent Quality Assurer (IQA) to introduce the service and meet all parties involved. This includes the employer, training provider and the apprentice, to assess and agree readiness of the apprentice for EPA
- A review will also be carried out to assess the suitability of the venue for EPA and that minimum requirements are met (see appendix 1)
- As the EPAO. FDO must ensure that the apprentice is not disadvantaged in any way and is assessed in a fair, safe and robust environment. During the visit the employer and training provider will agree a suitable date and time with the IE and agree an outline of the days' events (see appendix 2)
- The employer/training provider will check the key terminology (see Section 1.17) to ensure that apprentices will be familiar with the terms, and if not, alternative

terminology provided, in order to ensure the assessment is contextualised to the business

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

1.3 Fee and Payment Terms

FDQ is required to have a transactional agreement with the training provider for the EPA services that are commissioned for the apprentice. FDQ will act on behalf of the apprentice's employer and at the point of entering the Gateway the EPA fee will be discussed and agreed with all parties. FDQ has a fees policy for each of the Standards we offer.

When the apprentice has entered the Gateway and the EPA date is set, FDQ will issue a contract & payment schedule to the training provider who will sign and return within 10 days. An invoice will normally be issued to the training provider prior to appointed date of the EPA with a 30 day payment expectation.

In some standards an external quality assurance (EQA) fee will apply and this is clearly itemised in the invoice.

1.4 End-Point Assessment Day

The EPA comprises of three distinct components:

- A written Knowledge test (WKT), answered through multiple choice questions. It will test the core knowledge and knowledge relating to one option as relevant to the apprentice's workplace: Automated
- An assessment centre observation (ACO), assessing core skills and behaviours at a designated EPA test centre. The apprentice should arrive at least 30 minutes prior to start time of the EPA. This will enable them to prepare themselves for the ACO, allowing preparation time for personal protective clothing to be put on and for any required tools and equipment to be obtained
- A workplace observation and interview (WOI), assessing core skills, skills relating to one option to include knowledge and behaviours

1.5 Assessment Methods

EPA Assessment Method	Key
Written Knowledge Test – multiple choice	WKT
Assessment Centre Observation	ACO
Workplace Observation & Interview	WOI

CK= Core knowledge

AK = Automated knowledge

CS= Core skill

AS = Automated skill

Standard Red	Knowledge to be assessed	Assessment Method		
		WKT	ACO	WOI
CK1	The history of bread making: the size and structure of the bakery sector; how and why production methods have evolved.	•		
CK2	Theories of baking.	•		
CK3	Basic recipe formulation.		•	
CK4	The methods and processes used in bakery, both by hand and using equipment, including: weighing, mixing, proving, dividing, shaping, scaling, blocking, baking, cooling and finishing for a range of bakery products.		•	•
CK5	How to use different types of equipment, including mixers and ovens.		•	•
CK6	How to use knives safely including correct use and application		•	•
CK7	Ingredients used in bakery: how to store, handle and transport the main ingredients used in baking such as flour, yeast, salt, sugar, fats, improvers, water, eggs.	•		
CK8	Principles of ingredients: including their origins, properties: purposes and uses; grades and quality; and how they interact.	•		

CK9	Principles of making dough: including changes in physical properties during processing, types of dough for different products.	•		
CK10	Finished baked products: how to source, store, handle, package, label and transport types of finished baked products.		•	•
CK11	The importance of minimising waste and maximising product yield and profit, including pricing and costing.			•
CK12	How to deal with waste products and the importance of recycling to a bakery business.			•
CK13	Legislation and regulations in the food industry, including: health and safety, food safety, allergens, hygiene, cleaning, labelling, and environmental.	•		
CK14	The impact of consumer trends and requirements on the baking industry.			•
CK15	How to fry off products and use hotplates.		•	•
CK16	How to use problem solving skills to find root cause of faults.			•
CK17	Innovation and New Product Development (NPD) benefit bakery.			•
CK18	How to use and apply quality assurance and monitoring processes.			•
AK19	Understand automated and mechanical processing methods.			
AK20	Understand batch processing.			
AK21	Understand mixing methods, including Chorleywood bread process.			
AK22	Understand the principles of large scale production.	•		

AK23	Understand ingredient management in large scale production.	•		
AK24	Understand how to use programmable logic controllers (PLCs).	•		
AK25	Understand principles of auditing requirements.	•		
		Assessment Method		
Standard Ref	Skills to be assessed	WKT	ACO	WOI
S1	Produce a loaf by hand with no mechanical aids – using only flour, salt, water and yeast.		•	
S2	Produce bread and cake products to specification, using both manual baking processes and mechanical processes.		•	
S3	Produce a range of pastries to specification, including sweet and savoury.		•	
S4	Produce a range of enriched doughs to specification.		•	
S5	Finish bakery products to specification.		•	
S6	Source, handle and store ingredients and finished goods.		•	
S7	Use knives, equipment and machinery.		•	
S8	Comply with legislation, regulations and organisational requirements for health and safety, food safety and hygiene.			•
S9	Maintain quality by carrying out product sampling and testing against organisational and customer specifications.		•	
S10	Communicate effectively with colleagues, suppliers and customers.			•

S11	Work as part of a team and individually in a commercial baking environment.		•	
S12	Use problem solving skills to find root cause of faults.		•	
S13	Manage own time effectively to meet production schedules.		•	
AS1	Produce a range of bakery goods in an automated bakery.			•
		Assessment Method		
Standard Ref	Behaviours to be assessed	WKT	ACO	WOI
B1	Safe Working: ensures safety of self and others, food safe, addresses safety issues and concerns.		•	
B2	Ownership of work: accepts responsibility and is proactive		•	
B3	Pride in work: integrity, aims for excellence, punctual and reliable		•	
B4	Self-development: seeks learning and development opportunities			•
B5	Integrity and respect: for all colleagues		•	
B6	Working in a team: builds good relationships with others			•
B7	Problem solving: identifies and participates in problem solving			•
B8	Responsiveness to change: flexibility to changing environment and demands			•
B9	Company/industry perspective: desire to learn about own company and food industry, acts as an ambassador.			•
B10	Effective Communication: with others, listens effectively, receives feedback.		•	

1.6 Knowledge Test (KT)

The WKT carries a weighting of 20% within the overall apprenticeship grade.

- The written knowledge test assesses the underpinning knowledge and understanding of the apprentice through 60 multiple choice questions
- There will be 40 questions on core knowledge and 20 questions on knowledge relating to one option, as appropriate to the apprentice's workplace: automated
- The WKT will be administered as a paper or on-screen test, this will be agreed with the employer/training provider at the initial meeting
- The assessment will be undertaken under controlled conditions within a 90 minute time limit.

Particular emphasis will be placed on the following knowledge:

- The methods and processes used in bakery, both by hand and using equipment, including: weighing, mixing, proving, dividing, shaping, scaling, blocking, baking, cooling and finishing for a range of bakery products
- How to use different types of equipment, including mixers and ovens
- Ingredients used in bakery: how to store, handle and transport the main ingredients used in baking such as flour, yeast, salt, sugar, fats, improvers, water, eggs
- Principles of ingredients: including their origins, properties: purposes and uses; grades and quality; and how they interact
- Principles of making dough: including changes in physical properties during processing, types of dough for different products
- The importance of minimising waste and maximising product yield and profit, including pricing and costing
- How to deal with waste products and the importance of recycling to a bakery business
- Legislation and regulations in the food industry, including: health and safety, food safety, allergens, hygiene, cleaning, labelling, and environmental
- How to fry off products and use hotplates
- How to use problem solving skills to find root cause of faults.

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

FDQ recommend that if the apprentice completes the WKT well within the mandatory 90 minutes then they should read through their test paper to ensure they agree with the answers that they have given.

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

Time

90 minutes are allowed to complete the test.

Number of Questions

Number of questions in the test: 60 MCQs

Venue

The WKT will be taken at the appropriate assessment centre.

Assessment Specification

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

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

- It shows the total number of questions for each learning outcome in the Baker Apprenticeship Standard – Automated pathway.
- It provides expanded guidance on the subjects/topics that may be tested for each range statement. This is indicative guidance providing examples of topics to be tested. It is not a definitive list of subjects/topics for the EPA test

Standard Ref	Learning Outcome	Range	No of Qs	Total		
K1	1	The history of bread making: the size and structure of the bakery sector; how and why production methods have evolved.	1.1	The current size and structure of the bakery sector in the UK	1	2
		1.2	The origins of bread making and how and why bakery production methods have evolved	1		
		1.3	Describe how and why bakery production methods have evolved			
K2	2	Understand the theory of	2.1	Identification of the basic ingredients required to make	1	7

		bread making		baked products		
			2.2	The steps and techniques involved in making fermented dough. The chemical components of flour and the enzymes involved in baking	1	
			2.3	Describe the techniques used in making fermented dough by hand		
			2.4	List the chemical components of flour and the enzymes involved in bread making	1	
			2.5	State a word equation to summarise the inputs and outputs of dough fermentation	1	
			2.6	State the conditions required for effective dough development		
			2.7	Describe the physical changes that take place in fermented dough during mixing and kneading	1	
			2.8	Describe the physical changes that take place during proving and retarding		
			2.9	Describe factors that affect the rate of fermentation	1	
			2.10	List the different types of fermented dough used for a range of products		
			2.11	Describe the physical changes in baked goods that take place during the baking process	1	
K3	3	Understand health and safety legislation and procedures in the workplace	3.1	List the main pieces of health and safety law that apply to all food manufacturers	1	5
			3.2	List additional health and safety law that applies to the bakery industry		

			3.3	Describe your responsibilities in keeping yourself and others safe in the workplace		
			3.4	State the main hazards that are present in a bakery environment	1	
			3.5	Outline the steps that can be taken to control health and safety risks in the workplace		
			3.6	State the importance of safety notices and hazard warning signs		
			3.7	Describe the range and care of personal protective equipment and how it minimises risk	1	
			3.8	List the risks from hazardous substances that are in the workplace		
			3.9	Describe safe storage methods for materials and chemicals		
			3.10	Describe when to contact and obtain help from colleagues with first aid qualifications	1	
			3.11	Outline the procedures that should be followed in different emergencies and why they should be followed		
			3.12	Describe the importance of considering health and safety precautions when planning tasks	1	
K4	4	Understand food safety legislation and procedures in the workplace	4.1	Outline the legal food safety responsibilities of food operatives and food business operators	1	4
			4.2	State the importance of food safety procedures		
			4.3	Describe typical examples of food safety hazards	1	
			4.4	Describe how to report food safety hazards		

			4.5	Outline the importance of personal hygiene in food safety	1	
			4.6	Describe effective personal hygiene practices		
			4.7	State how to keep the work area and equipment clean and tidy		
			4.8	Describe the importance of pest control		
			4.9	State how contamination of food can cause food poisoning illness and allergic reactions	1	
			4.10	Outline the importance of temperature controls		
			4.11	Describe stock control procedures including deliveries, storage, date marking and stock rotation		
K5	5	Understand food labelling regulations in bakery	5.1	Outline food labelling regulations in relation to ingredient lists, allergens and nutrition labelling	1	2
			5.2	Describe the difference between 'best before' dates and 'use by' dates.	1	
K6	6	How to use knives safely including correct use and application	6.1	Outline key environmental regulations that apply to the bakery industry	1	3
			6.2	List types of environmental damage that may occur from the bakery industry	1	
			6.3	List procedures in the workplace which protect against environmental damage		
			6.4	Outline the consequences of non-conformance to environmental procedures	1	
K7	7	Understand the origins, types, grades and uses of cereal flour in	7.1	State the origins of wheat flours used in bread making and flour-based confectionery	1	3
			7.2	Describe the nutritional	1	

		baking		composition of different cereal flours and types used in bread making and flour-based confectionery		
			7.3	List the grades of different flours	1	
			7.4	List the uses of different types and grades of cereal flours		
K8	8	Understand the properties and quality of flour used in baking	8.1	Outline the function of flour components in bread-making	1	2
			8.2	Describe why the moisture content of flour is carefully controlled		
			8.3	Describe the purpose of quality control flour tests	1	
			8.4	Give examples of typical additives added to flour and describe their purpose		
			8.5	State the additives of flour which are required by UK law		
K9	9	Understand the origins, types and uses of yeast in baking	9.1	State the species of yeast cultivated as baker's yeast	1	1
			9.2	Describe the main stages of yeast cultivation and manufacture		
			9.3	Describe how compressed yeast is produced after cultivation		
			9.4	List the uses of different types of yeast.		
K10	10	Understand the properties and quality of yeast in baking	10.1	Describe the characteristics of types of commercial yeast	1	1
			10.2	Describe the typical quality control tests for yeast after manufacture.		
K11	11	Understand the sources, uses and	11.1	Outline the main sources of salt used in bakery	1	3
			11.2	Describe the key stages in		

		functionality of salt and dough improvers in baking		extracting salts from source material	1	
			11.3	State the main uses of salt in bakery processing		
			11.4	Describe the functional properties of salt useful in bakery processing		
			11.5	Give examples of dough improvers used in commercial bread manufacture	1	
			11.6	Outline the function of dough improvers in commercial bread manufacture		
			11.7	Describe the advantages of using dough improvers in a commercial bakery.		
K12	12	Understand the function of water in baking	12.1	Outline the function of water in dough development	1	2
			12.2	State the impact of water hardness in dough development		
			12.3	Describe the importance of steam in baking of bread and pastry products	1	
K13	13	Understand the sources, types and uses of sugar in baking	13.1	Outline the main sources of sugars used in bakery	1	2
			13.2	Give examples of types of sugars and their uses in bakery products	1	
K14	14	Understand the properties of sugar and its derivatives in baking	14.1	Describe how the physical properties of sugars are utilised when processing bakery products	1	2
			14.2	Outline the functional use of a range of sugar derivatives when processing bakery products.	1	
K15	15	Understand the origins, types and uses of fat	15.1	Outline the main sources of fats and oils used in bakery	1	2
			15.2	Give examples of types of fats and oils, and their uses in bakery		

		and oils in baking		products.		
			15.3	State the purposes of using different fats and oils in bakery products.	1	
K16	16	Understand the physical and functional properties of fats and oils in baking	16.1	Describe how the functional properties of different fats and oils are utilised when processing bakery products	1	2
			16.2	Outline why hydrogenation of fats and oils can be used in bakery processing		
			16.3	Describe how rancidity causes fats and oils to deteriorate.	1	
K17	17	Understand the structure and components of an egg	17.1	Outline the structure of a hen's egg	1	1
			17.2	State the nutritional composition of each component of a hen's egg.		
K18	18	Understand the properties and functions of eggs in baking	18.1	Describe the functional properties of whole egg which are useful in bakery	1	2
			18.2	Describe the functional properties of egg white which are useful in bakery products		
			18.3	Outline the function of the natural egg based emulsifier in bakery mixtures.	1	
K19	19	Understand the functions of bakery additives	19.1	List the range of bakery additives used in bread, cake and pastry production	1	2
			19.2	Describe the functional properties of bakery additives in bread, cake and pastry.	1	
K20	20	Understand how to store and handle	20.1	Describe the optimum storage conditions required for bakery ingredients	1	1

		bakery ingredients	20.2	State how bakery ingredients should be handled during processing.		
K21	21	Understand mechanical and automated processing methods in bakery	21.1	Describe what is meant by mechanical bakery processing		3
			21.2	Describe what is meant by automated bakery processing		
			21.3	Outline the main differences between automated and mechanical processing methods	3	
			21.4	State the features of good practice in relation to Health & Safety and Food Safety within mechanical and automated bakery processing		
K22	22	Understand batch processing	22.1	Describe what is meant by batch processing	3	3
			22.2	Describe how you would plan production using batch processing		
			22.3	Outline how to interpret product specifications and recipes to plan a batch production		
			22.4	Outline the procedure to follow for reporting of problems in batch processing		
K23	23	Understand the features of the Chorleywood Bread Process (CBP)	23.1	State where and when the CBP was developed and launched	1	2
			23.2	Describe why there was a need to change from the BFP bread-making processes		
			23.3	Compare the advantages of the CBP as a commercial bread processing method to BFP and other mechanical	1	

				dough development processes		
			23.4	Outline the importance of protein content in the CBP		
K24	24	Understand the principles of large scale production	24.1	Describe the process flow of large scale production within the workplace	1	3
			24.2	Outline procedures to monitor quality within large scale production		
			24.3	Explain the importance of ingredient control in large scale production	2	
			24.4	List faults and common problems that may occur in large scale bakery production		
Total					60	60

Grading Criteria and Marks

The total available marks for the Written Knowledge Test is 60. It is graded pass, merit or distinction.

Grading Boundaries

Grading criteria for the knowledge test			
Fail	Pass	Merit	Distinction
Scored 39 or less	Scored between 40 and 50	Scored between 51 and 55	Scored between 56 and 60

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 WKT 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 WKT will cover all aspects of the bakery work environment. It will also cover health and safety, food safety, product quality, good manufacturing practice, standard operating procedures, continuous

improvement, and working relationships (see section 1.5 for full list of knowledge, skills and behaviours assessed).

FDQ also provides sample papers for centres which can be ordered from FDQ Awards.

Sample WKT Questions

Question 1

Which one of the following has a Workplace Exposure Limit (WEL) 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

1.7 Assessment Centre Observation (ACO)

The practical observation carries a weighting of 35% within the overall apprenticeship grade.

- The Independent Bakery Examiner (IE) will plan the observation in conjunction with the apprentice and employer
- The Independent Bakery Examiner (IE) will carry out the practical assessment at the agreed and approved EPA test centre. This may be a workplace, college or training provider site and the IE will also
- Use the assessment tools and procedures that are set by the AAO to record the observation
- Not be assessing more than 6 candidates at any one time during the assessment period.

The apprentice will be expected to bring their own personal protective clothing that meets industry standards and product presentation materials if the EPA is not held at their normal place of work

The following activities will be assessed in the ACO. The apprentice will be assessed on tidying, cleaning and maintaining the work environment both during the activities and at the end of their test. They must complete the other activities in the following order:

- awareness of safety and regulatory practices
- prepare the work area and the necessary equipment for production activities
- plan and organise the preparation and methodology of working

- weigh out ingredients
- mix ingredients
- use of utensils and equipment according to product specification
- ability to produce bread and cake or pastry products to specification
- ability to finish bakery products to specifications
- ability to adhere to legislative regulations that apply in the industry

Time

The apprentice will have a maximum period of one day, up to 7 hours to complete all six activities in the test.

Venue

The assessment must be taken at an approved EPA test centre under FDQ's assessment conditions.

Tools / Equipment and Materials

Before the practical test starts, (see appendices 2) they will be given 10 minutes to select and put on the correct personal protective clothing

The EPA test centre must provide all of the tools and equipment required for the practical test, the ingredients will be provided by the employer. Apprentices to use their own protective clothing and hat and they may use their own equipment during the test.

A suitable work area must be provided with the following tools and equipment required for this assessment and must be available 10 minutes before the assessment starts:

Raw materials for Assessment Centre Observation		
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
		Nozzles

	Measuring Jugs Rolling Pin Cake Cases Pastry brushes Palette knife Wooden spoons	Measuring tape / ruler Timer / clock / alarm Silicone / greaseproof paper Cling film Marker pen Scissors
Finishing Products	Decorative mediums	
Apprentice to provide	Personal white protective clothing that meets industry standards Hat / hairnet and appropriate flat footwear	Appropriate trays/ baskets / receptacles for presenting products Waste disposal bags

Assessment Specification

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

- The apprentice will be asked to complete 6 activities
- Activity 1 and 2 and 6 will remain the same for each apprentice
- Tasks for activities 3, 4 and 5 will be randomly chosen by FDQ EPAO, individual to each apprentice; typical examples of the activities are detailed below
- Tasks are not listed in any particular order, it is for the apprentice to decide on the order of work.

Baker assessment centre observation test specification

Activity 1	1. The apprentice will 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 2. Follow health and safety procedures and ensure the correct use of protective clothing 3. Plan and organise preparation and methodology of the working area and practical activity
Activity 2	The apprentice will select and prepare the necessary equipment for the production of a loaf of bread by hand with no mechanical aids
Activity 3	The apprentice will select and prepare the necessary equipment according to the product being produced and in

	line with specification
Activity 4	The apprentice will select and weigh out ingredients according to the product recipe and mix ingredients in line with product specification
Activity 5	The apprentice will produce the cake, sponge, pastry or enriched dough product to specification as directed in the test using both manual and / or mechanical baking processes according to the specification
Activity 6	The apprentice will finish the cake / sponge / pastry or enriched dough bakery products to specification and present and display items produced in line with industry requirements

The independent examiner will assess the apprentices' competence at undertaking the following core skill:

- **Produce a loaf of bread by hand with no mechanical aids – using only flour, salt, water and yeast**

The apprentice will also be assessed on **one** of the following three core skills during the practical observation. They will not have prior knowledge on which of these three will be assessed

- **Produce a cake / sponge product to specification using the manual or mechanical processes**
- **Produce a pastry product to specification, using the manual or mechanical process including sweet or savoury**
- **Produce an enriched dough to specification, using the manual or mechanical process**

The apprentice will also be assessed against the following core skill from within the standard

- **Finish bakery products to specification**

Grading Criteria and Marks

The ACO will be graded fail, pass, merit or distinction.

Skills Statement	Acceptable achievement	Outstanding achievement
Apprentices will be assessed against one of the following skill statement:		
Produce a loaf by hand with no mechanical aids – using only flour, salt, water and yeast.	(10) Marks available <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) • Ferment appropriately (1) • Divide and mould (1) • Prove appropriately (1) • Bake (1) • Finish product presentation (2) • Work safely and hygienically (1) 	(20) Marks available <ul style="list-style-type: none"> • Plan and organise the preparation and methodology of working (2) • Measure dough temperature and check consistency of dough (2) • Handle dough to maximise the quality of the loaf (2) • Cover the dough once it has been divided (2) • Ensure mould is smooth, has an even shape with a seam on the base (2) • Check the degree of proving (2) • Score/dress the loaf in an attractive manner, put steam in the oven and bake (2) • Display high degree of care of the finished product (4) • Clean as you go (2)

Skills Statement	Acceptable achievement		Outstanding achievement	
Apprentices will be assessed against one of the following skill statement:				
Produce a cake / sponge product to specification, using manual and or mechanical processes.	(10) Marks available <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) 		(20) Marks available <ul style="list-style-type: none"> • Plan and organise the preparation and methodology of working (4) • Handle batter to maximise the quality of the cake product (2) 	
	Cake with Fat, e.g. cupcake <ul style="list-style-type: none"> • Deposit or pipe (1) • Bake and cool product (1) • Finish product presentation (4) • Work safely and hygienically (1) 	Sponge without Fat, e.g. Swiss Roll <ul style="list-style-type: none"> • Deposit or pipe (1) • Bake and cool product (1) • Finish product presentation (4) • Work safely and hygienically (1) 	Cake with Fat, e.g. cupcake <ul style="list-style-type: none"> • Consistently hand deposit or pipe (2) • Check the product is baked using appropriate methods, take temperature of product to ensure readiness for finishing (2) • Demonstrate attention to detail and creativity when finishing, display high degree of care of the finished product (8) • Clean as you go (2) 	Sponge without Fat, e.g. Swiss Roll <ul style="list-style-type: none"> • Consistently hand deposit or pipe (2) • Check the product is baked using appropriate methods, take temperature of product to ensure readiness for finishing (2) • Demonstrate attention to detail and creativity when finishing, display high degree of care of the finished product (8) • Clean as you go (2)

Skills Statement	Acceptable achievement		Outstanding achievement	
Apprentices will be assessed against one of the following skill statement:				
Produce pastry to specification, including sweet OR savoury. The assessment will cover producing puff pastry, using manual or mechanical processes, (either sweet or savoury) OR shortcrust pastry (either sweet or savoury)	(10) Marks available <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) 		(20) Marks available <ul style="list-style-type: none"> • Planned and organised preparation and methodology of working (6) 	
	Puff Pastry <ul style="list-style-type: none"> • Prepare fat (1) • Prepare pastry, laminate (1) • Sheet and cut (1) • Pre-bake preparation (1) • Bake (1) • Finish product presentation (1) • Work safely and hygienically (1) 	Shortcrust Pastry <ul style="list-style-type: none"> • Pin pastry (1) • Cut pastry (1) • Prepare pastry for filling, fill pastry (2) • Bake (1) • Finish product presentation (1) • Work safely and hygienically (1) 	Puff Pastry <ul style="list-style-type: none"> • Prepare fat, temperature and plasticity (2) • Laminate in a way that maximises the quality of the product (including resting) (2) • Sheet and cut consistently (2) • Demonstrates attention to detail and creativity in pre-bake preparation (2) • Ensure evenness of baking (2) • Demonstrates attention to detail and creativity in post-bake finishing (2) • Clean as you go (2) 	Shortcrust Pastry <ul style="list-style-type: none"> • Condition pastry ready for pinning, pin evenly without using excessive flour (2) • Use of rework, minimise waste during cutting (2) • Demonstrate attention to detail at filling stage (4) • Even baking with no filling boil-out (2) • Demonstrate attention to detail and creativity for post-bake finishing (2) • Clean as you go (2)

Skills Statement	Acceptable achievement		Outstanding achievement	
Apprentices will be assessed against one of the following skill statement:				
Produce an enriched dough to specification. The assessment will cover producing croissants OR bun dough, using manual or mechanical processes	(10) Marks available <ul style="list-style-type: none"> • Prepare necessary equipment (1) • Weigh out ingredients (1) • Mix ingredients (1) 		(20) Marks available <ul style="list-style-type: none"> • Planned and organised preparation and methodology of working (6) 	
	Croissants <ul style="list-style-type: none"> • Prepare fat and dough (1) • Laminate (1) • Sheet, cut and curl (1) • Prove appropriately (1) • Glaze and bake (1) • Finish product presentation (1) • Work safely and hygienically (1) 	Bun Dough <ul style="list-style-type: none"> • Ferment appropriately (1) • Divide and mould (1) • Prove appropriately (1) • Bake (1) • Finish product presentation (2) • Work safely and hygienically (1) 	Croissants <ul style="list-style-type: none"> • Prepare fat, temperature and plasticity (2) • Laminate in a way that maximises the quality of the product (including resting) (2) • Sheet, cut and curl consistently (2) • Check the degree of proving (2) • Ensure evenness of baking (2) • Demonstrates attention to detail and creativity in post-bake finishing (2) • Clean as you go (2) 	Bun Dough <ul style="list-style-type: none"> • Measure dough temperature and check consistency of dough, handle dough to maximise the quality of the loaf (2) • Cover the dough once it has been divided, ensure mould is smooth, has an even shape with a seam on the base (2) • Check the degree of proving (2) • Put steam in the oven and bake (2) • Demonstrate attention to detail and creativity for post-bake finishing, display high degree of care of the finished product (4) • Clean as you (2)

Grading Boundaries

Grading criteria for the Assessment Centre Observation (ACO)			
Fail	Pass	Merit	Distinction
Scored 19 or less	Scored between 20 and 30	Scored between 31 and 36	Scored between 37 and 40

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

The ACO will be assessed as being either acceptable or outstanding. All of the acceptable criteria must be achieved in order to gain a pass. Outstanding marks will then determine whether a merit or distinction is achieved for this component.

The IE will take photographs at key points throughout the practical skills assessment, this is to aid and support in the grading of the assessment decision.

Photographs will be used for moderation purposes only and will not be shared with other parties.

1.8 Workplace Observation and Interview (WOI)

The workplace observation and interview carries a weighting of 45% within the overall apprenticeship grade.

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

- Be scheduled when the apprentice will be working in their normal place of work
- Be conducted at a time which reflects typical working conditions
- Allow the apprentice to demonstrate all aspects of the standard being observed
- Take a synoptic approach to observing the overall competence

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

Time

Within the automated option, the observation and interview will be 4 hours. The interview will be no more than 45 minutes duration.

Venue

The WOI must be taken at the workplace under FDQ's assessment conditions. It is vitally important that the employer:

- informs the relevant production managers and personnel that assessments are to be carried out
- ensures the apprentice is available and relieved from normal duties for the duration of the observation
- ensures that 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 interview immediately after the observation

Tools / Equipment and Materials

The EPA test centre must provide all of the tools and equipment required for the practical observation, the ingredients will be provided by the employer

A suitable work area and the relevant equipment for the activity must be provided for this assessment and **must** be available 10 minutes before the assessment starts.

Raw materials for Workplace Observation		
Large Equipment	Ovens Prover Fryer	Refrigerator Mixer / Attachments
Small Equipment / Utensils	Appropriate oven trays Appropriate tins, patty tins, sponge tins, loaf tins Mixing Bowls, bevelled Weighing Scales Weighing containers Cooling wires Measuring Jugs Rolling Pin Cake Cases Pastry brushes Palette knife Wooden spoons	Utensils, spoons / fork / knife Cutting / chopping knives Scotch scrapers / plastic scrapers Whisk Sieve Piping bags Nozzles Measuring tape / ruler Timer / clock / alarm Silicone / greaseproof paper Cling film Marker pen Scissors
Finishing Products	Decorative mediums	

Apprentice to provide	Personal white protective clothing that meets industry standards Hat / hairnet and appropriate flat footwear	Appropriate trays/ baskets / receptacles for presenting products Waste disposal bags
------------------------------	---	---

Assessment Specification

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

Automated

- Produce a range of bakery goods in an automated bakery as relevant to the environment for which an individual is working
- Use problem solving skills to find root cause of faults

Core Skills

- Use knives, equipment and machinery
- Comply with legislation, regulations and organisational requirements for health and safety, food safety and hygiene
- Source, handle and store ingredients and finished goods
- Maintain quality by carrying out product sampling and testing against organisational and customer specifications

Core Knowledge

- How to use different types of equipment, including mixers and ovens
- How to use knives safely including correct use and application
- How to deal with waste products and the importance of recycling to a bakery business

Behaviours

- Safe Working: ensures safety of self and others, food safe, addresses safety issues and concerns
- Ownership of work: accepts responsibility and is proactive
- Pride in work: integrity, aims for excellence, punctual and reliable
- Self-development: seeks learning and development opportunities
- Integrity and respect: for all colleagues

- Working in a team: builds good relationships with others
- Problem solving: participates in problem solving
- Responsiveness to change: flexibility to changing working environment and demands
- Company/industry perspective: desire to learn about the company and food industry, acts as an ambassador
- Effective Communication: with others, listens effectively, receives feedback

The interview will follow the workplace observation. IE questions will cover any skills, knowledge and behaviours from the list above that have not been covered during the observation.

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

Grading Criteria and Marks

Each element is scored according to the assessment criteria.

Element	Maximum Point
Automated Skills Observation	80 points
Core Skills, Knowledge and Behaviours	120 points

The maximum points available are 200 based on the automated skills observation, plus core skills, knowledge and behaviours from the observation and interview.

The workplace skills observation and interview will be graded fail, pass, merit or distinction. The IE will provide a provisional mark and grade for the practical assessment and will submit the assessment record and supporting photographic evidence to FDQ for moderation within 5 working days of the assessment.

The core skills, knowledge and behaviours will be assessed as being either acceptable or outstanding. All of the acceptable criteria is needed to be achieved in order to gain a pass. Outstanding marks will then determine whether a merit or distinction is achieved for this component.

Observation and Interview – Automated Skills	Acceptable achievement (40)	Outstanding achievement (80)
Produce a range of bakery goods in an automated bakery as relevant to the environment for which an individual is working	(20) Marks available <ul style="list-style-type: none"> • Uses equipment to mix a product according to specification (4) • Manages equipment to produce bakery goods for specification (4) • Maintains consistency of product through monitoring (4) • Collects relevant data accurately (4) • Carries out correct start up and change over procedures (4) 	(40) Marks available <ul style="list-style-type: none"> • Takes into account environmental factors which can effect process variation/product quality (8) • Exercises due diligence over process to optimise quality (8) • Monitors quality and intervenes, escalating issues appropriately (8) • Takes data and checks against specification (8) • Physically checks equipment, communicates appropriately highlighting any issues or confirms compliance (8)
Use problem solving skills to find root cause of faults	(20) Marks available <ul style="list-style-type: none"> • Recognises a problem is present (4) • Collects accurate and relevant data (4) • Uses appropriate techniques to identify root cause of problem (4) • Able to apply basic principles to determine cause of product variation and explain effect of impact on product quality, example look/ taste/weight (4) • Raises and reports issues as appropriate (4) 	(40) Marks available <ul style="list-style-type: none"> • Initiates process to rectify problems (8) • Proactively collects data without being prompted (8) • Asks searching questions and identifies solutions to problems (8) • Applies principles in logical and structured way and can explain in more detail “cause and effect”, able to suggest process changes within limits of competence (8) • Enquires about satisfactory resolution, demonstrates a personal interest in the problem (8)
Maximum Points Available (Automated)	40	80

Observation and Interview – Core Skills, Knowledge and Behaviours	Acceptable achievement (60)	Outstanding achievement (120)
Use knives, equipment and machinery How to use different types of equipment, including mixers and ovens How to use knives safely including correct use and application	<p>(5) Marks available</p> <p>Uses and can explain how to use correct knives/equipment/machinery for the job in hand</p>	<p>(10) Marks available</p> <p>Displays understanding of, and can demonstrate outstanding use of, the correct knives/ equipment/ machinery; e.g. checks sharpness of knives, leaves idle equipment in a safe and clean condition, safe use of machinery guards, etc.</p>
Comply with legislation, regulations and organisational requirements for health and safety, food safety and hygiene How to deal with waste products and the importance of recycling to a bakery business	<p>(5) Marks available</p> <p>Works in a safe and hygienic manner: washes hands, has correct uniform including hat/beard snood, no jewellery, strong perfume/aftershave, nail polish etc., and can explain how to deal with waste products and the importance of recycling</p>	<p>(10) Marks available</p> <p>Works in a safe and hygienic manner: washes hands, has correct uniform including hat/beard snood, no jewellery, strong perfume/aftershave, nail polish etc.; checks ingredients are properly stored, demonstrates care and attention to storage of finished products (e.g. fresh cream), use of appropriate packaging and can demonstrate how to take responsibility for waste products and recycling within their working area</p>
Source, handle and store ingredients and finished goods	<p>(20) Marks available</p> <ul style="list-style-type: none"> • Demonstrates understanding of ingredient functionality, e.g. difference between 'double' and 'whipping' creams, fats used for different 	<p>(40) Marks available</p> <p>In addition to 'Acceptable':</p> <ul style="list-style-type: none"> • Can specify correct grade of ingredients for use in production; e.g. caster sugar vs. granulated;

	<p>purposes (5)</p> <ul style="list-style-type: none"> • Demonstrates understanding of importance of correct storage for ingredients, e.g. refrigeration vs. ambient storage (5) • Demonstrates understanding of correct handling methods for ingredients during processing, e.g. returning unused ingredients to the fridge (yeast, cream, fats, etc.) (5) • Demonstrates understanding of correct storage of finished goods, e.g. packaging types, storage temperature, etc. (5) 	<p>glucose vs. glycerine; etc. (10)</p> <ul style="list-style-type: none"> • Demonstrates understanding of pest control, temperature, light levels; segregation of organic/non-organic ingredients and the care needed for ingredients that are potentially allergenic. (10) • Demonstrates understanding of care needed when handling certain ingredients, e.g. use of face masks when handling dusty raw materials; non-cross contamination of ingredients when weighing out (clean knives/scoops, etc.) (10) • Demonstrates understanding of segregated storage of finished products and raw materials; can specify correct storage conditions for ingredients and finished products, including appropriate packaging, etc. (10)
<p>Maintain quality by carrying out product sampling and testing against organisational and customer specifications</p>	<p>(10) Marks available</p> <p>Demonstrates the understanding of the importance of check weighing of products, accurate and appropriate labelling, understanding of shelf life and likely effects of incorrect storage (staling, mould development, etc.) (10)</p>	<p>(20) Marks available</p> <p>Demonstrates understanding of product monitoring as a function of CI and NPD; Understands how data analysis can be used in this context. (20)</p>
<p>Safe working:</p>	<p>(2) Marks available</p> <p>Ensures safety of self and others, food safe, hygienic, challenges safety issues (2)</p>	<p>(4) Marks available</p> <p>Identifies and communicates potential safety, health, hygiene or other risks across teams and departments; takes appropriate action when others are not behaving safely (4)</p>

Ownership of work:	(2) Marks available Accepts responsibility and is proactive (2)	(4) Marks available Identifies potential issues and takes appropriate actions to minimise disruptions to workflow (4)
Pride in work:	(2) Marks available Aims for excellence, punctual and reliable, has 'first time right' attitude (2)	(4) Marks available Consistently uses time proactively and anticipates problems which may cause delays to work plans or compromise to quality (4)
Self-development:	(2) Marks available Seeks learning and development opportunities (2)	(4) Marks available 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 (4)
Integrity and respect:	(2) Marks available Shows respect for others, customers, products and equipment (2)	(4) Marks available Actively encourages others to respect the values of others, customers, products and equipment (4)
Working in a team:	(2) Marks available Builds good relationships with others (2)	(4) Marks available Builds excellent relationships with others, demonstrates knowledge and understanding of business objectives (4)
Problem solving:	(2) Marks available Participates in problem solving (2)	(4) Marks available Takes ownership for resolving problems and issues; demonstrates determination to see things through (4)

Responsiveness to change:	(2) Demonstrates flexibility to changing working environment and demands(2)	(4) Looks to understand the reasons behind changes; constructively questions and challenges change; sets a positive example for others about change (4)
Company/industry perspective:	(2) Demonstrates knowledge of company and food industry, acts as an ambassador (2)	(4) Proactively seeks to improve understanding of the company and wider food industry (4)
Effective communication:	(2) Communicates effectively visually and verbally (2)	(4) Reviews effectiveness of and recommends improvements for different methods of communication; demonstrates effective influencing skills (4)
Maximum Points Available – Core Skills, Knowledge and Behaviours	60	120

Grading Boundaries

Grading criteria for the Workplace Observation and Interview (WOI)			
Fail	Pass	Merit	Distinction
Scored 99 or less	Scored between 100 and 150	Scored between 151 and 180	Scored between 181 and 200

The employer/training provider and apprentice will have discussed and agreed the specific activities and location of the observation at a pre-meeting prior to undertaking the assessment. The IE may take photographs (if the employer is agreeable) at key points throughout the practical observation, this is to aid and support in the grading of the assessment decision.

Audio recordings will be used for moderation purposes only and will **not be shared** with other parties.

Sample Questions

These questions are typical of those that will be asked during the interview.

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

Standard ref	Sample interview questions
S6	<p>Source, handle and the storing of ingredients and how this is monitored and controlled</p> <ul style="list-style-type: none"> Where are products sourced, what is important about the storage areas and the correct temperature control?
S8	<p>Complying with regulations and legislation requirements and how you have contributed to these practices</p> <ul style="list-style-type: none"> How have you followed health and safety procedures, what activity has taken place and how are legal requirements monitored?
B2	<p>Ownership of work and how you have contributed to a continuous improvement by planning work effectively</p> <ul style="list-style-type: none"> Why is it important to be efficient and how have you contributed in identifying issues to minimise disruptions to production?
B4	<p>Self-development, seeking new learning opportunities and what you have done to improve your knowledge or skills.</p> <ul style="list-style-type: none"> Which area(s) of the business would you like to learn more about and why? Have you ever asked your line manager if you can try working in a different area?

B6	<p>Working in a team and building relationships, and also how you have taken the initiative to introduce new ways of working.</p> <ul style="list-style-type: none"> • Give an example of a suggestion for improvement that you have made at work. How did it improve the business?
B7	<p>Problem solving and how flexible you are in response to the changing demands of the business.</p> <ul style="list-style-type: none"> • How do you adapt to different work demands and changes to your work, can you give any example?
B9	<p>Company / industry perspectives and your desire to learn about the business and the wider food industry.</p> <ul style="list-style-type: none"> • What efforts have you made to improve your understanding of the business and the sector it operates in?
B10	<p>Communication with others and how you effectively listen and receive feedback by various methods</p> <ul style="list-style-type: none"> • Why is effective communication important and how can this contribute to effective team work, can you give any examples?

The interview will be audio-recorded and will be used to validate evidence and confirm grade. The recording will only be used for moderation purposes and not shared with any other parties.

1.9 Final EPA Grade

The independent examiner will grade the apprenticeship according to the scores achieved according to the assessment criteria. The examiner's decisions will be subject to moderation and verification by the awarding body organisation, FDQ.

The apprenticeship grade will be based on the outcomes from the: knowledge test, assessment centre observation and workplace observation and interview.

Apprenticeship Grading	
Written Knowledge Test	Awarded a pass mark and grade 20%
Assessment centre observation	Awarded a pass mark and 35%
Workplace observation and interview	Awarded a pass mark and 45%

Each component of the end-point assessment is individually marked and awarded a pass, merit or distinction based on the guidance given in this Handbook. To achieve a pass overall the candidate must achieve a minimum of a pass in the end-point assessment components: written knowledge test, assessment centre observation and workplace observation and interview.

In order to achieve a grade above a pass candidates are required to achieve a minimum of merit or distinction in two of the assessment components (totalling at least 55% of the weighting). If the individual achieves a pass in any of the components, they will not be able to achieve a distinction grade. The table outlines the grading rules applied in line with the allocated weighting of the individual components.

Final grade calculation for L2 EPA for Baker ST0191

Knowledge Test	Assessment Centre Observation	Workplace Observation and Interview	EPA grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Pass
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Merit
Merit	Pass	Distinction	Merit
Distinction	Pass	Merit	Merit
Distinction	Pass	Distinction	Merit
Pass	Merit	Pass	Pass
Merit	Merit	Pass	Merit
Pass	Merit	Merit	Merit
Merit	Merit	Merit	Merit
Merit	Merit	Distinction	Merit
Distinction	Merit	Merit	Merit
Distinction	Merit	Distinction	Distinction
Pass	Merit	Distinction	Merit
Distinction	Merit	Pass	Merit
Pass	Distinction	Pass	Pass
Merit	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Merit	Distinction	Merit	Merit
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Merit	Distinction
Merit	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

1.10 Reasonable Adjustments

If during induction 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, FDOAwards. However, we are committed to supporting apprentices in the best way possible so please contact the FDQ EPA Manager earlier if at all possible.

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

1.11 Certification

On successful completion of the EPA the newly qualified apprentice will receive notification of the EPA results, including grade from FDQ within 8 weeks of the EPA taking place.

The Education and Skills Funding Agency (ESFA) manage the operational delivery of certificates for apprenticeships, working with employers and EPAOs. FDQ will comply with the certification instructions of the ESFA to ensure the final achievement of the apprenticeship is formally recognised. The ESFA issues the final certificate to the employer.

1.12 Statement of Customer Service

The FDQ statement of customer service sets out the service standards which are in place. FDQ will work effectively to achieve and maintain these standards in all aspects of work with approved centres and employers. Every effort will be made to respond to and resolve enquiries/ issues promptly, and to provide a high standard of professional and courteous service.

Service standards to training providers and employers

Enquiries:

- verbal enquiries will be responded to within 2 working days
- email enquiries will be responded to within 2 working days
- letter enquiries will be responded to within 10 working days
- we aim to resolve all enquiries within 5 working days.

Results:

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

Advice, support and guidance contacts

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

Enquiry policy and procedures for training providers, employers and learners

Verbal, written or email enquiries from training providers, employers and learners are welcomed. These should be directed in the first instance via either the general FDQ email address: fdq@fdq.org.uk or the main head office number: 0113 3970 395.

- telephone enquiries will be answered promptly and then directed to the most appropriate FDQ contact
- email enquiries to fdq@fdq.org.uk will be directed to the most appropriate FDQ contact
- letters should be addressed to the Leeds head office, they will then be directed to the most appropriate contact.

1.13 Unsuccessful Apprentices

If an apprentice does not pass the EPA, the employer and apprentice have two choices. Either:

- apply to re-take/ re-sit the EPA component or
- make an appeal to FDQ if you disagree with the result

1.14 Re-sits / Re-takes

The opportunity to re-sit or re-take varies according to the component failed:

- If the **Knowledge test** component is failed with 25-39 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 25 correct answers are achieved, the apprentice must undertake a period of further learning and will not be allowed to retake the assessment until after completing a professional review of performance with their manager.
- If the **Assessment Centre Observation** component is failed with 15-19 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 15 correct answers are achieved, the apprentice must undertake a period of further learning and will not be allowed to retake the assessment until after completing a professional review of performance with their manager
- If the **Workplace Observation and Interview** component is failed with 60-99 correct answers, the apprentice is allowed one re-sit within 3 months. If less than 60 correct answers are achieved, the apprentice must undertake a period of further learning and will not be allowed to retake the assessment until after completing a professional review of performance

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.

- Re-sit – no further training/learning required
- Re-take – additional training required

Apprentices who take a re-sit/re-take will only be able to achieve a pass in their overall grade, unless there are exceptional circumstances which are beyond the control of the apprentice as determined by the assessment organisation, FDQ.

Any EPA component re-sit/re-take must be taken during the maximum 12 week EPA period, otherwise the entire EPA must be re-taken in full in a new 12-week period.

Re-sits/re-takes are not offered to apprentices wishing to move from pass or distinction. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

1.15 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

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

1.16 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. A final grade will be confirmed by FDQ.

FDQ will confirm the final outcome of EPA to the employer/training provider within 8 weeks of the EPA taking place. Final outcome 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 Baker Standard and the End-point assessment.

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

Email: epa@fdq.org.uk

Website: www.fdq.org.uk

Tel: 0113 3970 395

1.17 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

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		
Hygiene facilities Hand washing and toilet facilities Boot washing (if applicable)		
Physical resources		

<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</p> <p>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>		

<p>Additional information</p> <p>Example – Parking, availability location of premises etc.</p>	
---	--

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 Training Provider/Employer understands and permits the use of photographic evidence and audio evidence to be obtained during the End Point Assessment. This evidence will be used solely for moderation and will not be used or shared with any other parties.

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

Appendix 2: Example Timetable for EPA Day

Written Knowledge Test

One possibility is for the WKT to be completed on a separate day prior to the assessment centre observation (ACO) and the workplace observation and interview (WOI).

Timetable for EPA	Assessment centre observation (ACO)
08:30 (time will vary)	Arrival, introductions and overview of the day
09:00 (time will vary)	Written Knowledge Test (MCQ) 90 minutes
10:30 (time will vary)	Refreshment break

Assessment Centre Observation (ACO) and Written Knowledge Test (WKT)

One possibility is for the WKT and the ACO to be completed on the same day.

Timetable for EPA	Assessment centre observation (ACO)
08:30	Arrival, introductions and overview of the day
09:00	Written Knowledge Test (MCQ)
10:30	Refreshment break
11:00	Practical Observation
13:00	Lunch break
13:30	Practical observation
16:30	Completion of EPA

Time of breaks will be dependent upon the production of products and may vary between apprentices.

Workplace Observation and Interview (WOI)

Timetable for EPA	Workplace observation and interview (WOI)
08:00	Arrival, introductions and overview of the day
08:30	Practical observation and questions
10:30	Refreshment break
11:00	Practical observation and questions
12:15	Lunch break and preparation for the interview
12:45	Interview
13:30	Completion of EPA

Time of workplace EPA will be dependent upon the apprentices working schedule and agreed time. This may vary for all apprentices

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 ✓ tick one box)	Extremely satisfied 😊😊	Slightly satisfied 😊	Neutral 😐	Slightly unsatisfied 😞	Not at all satisfied 😞😞
Suggestions for improving the Guide (please add a page reference)					
Any other comments for FDQ this handbook?					

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

These Guidelines must be given to apprentices taking tests as part of their EPA.



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
-----	---------------	------	-----	---------	------

Information for candidates

For written examinations – effective from 1 September 2019

This document has been written to help you. Read it carefully and follow the instructions.

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A Regulations – Make sure you understand the rules	
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	You must not take into the exam room: a) notes ; b) potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
8	You must not write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.
B Information – Make sure you attend your exams and bring what you need	
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

C Calculators, Dictionaries and Computer Spell-checkers	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in it; c) remove any parts such as cases, lids or covers which have printed instructions or formulas; d) do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
D Instructions during the exam	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	When the invigilator tells you , fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use for rough work.
E Advice and assistance	
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are in doubt about what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
F At the end of the exam	
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

