

## FDQ Ltd - Qualification Purpose and structure specification

FDQ number	Qualification title	EPA Plan number	EQF Level	QN Number
311-271	FDQ Level 2 End-Point Assessment for Food and Drink Process Operator	ST0199 / AP02	3	610/0412/1

### Purpose overview

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

### Regulation

The EPA qualification is externally quality assured by Ofqual. Qualification type is end point assessment.

### Entry Requirements

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

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

- Achieved a pass as a minimum in the Level 2 Diploma in Food and Drink Operations
- Passed Level 1 English and maths and have attempted the test for Level 2 English and maths.

## Qualification Content

This qualification tests the mandatory knowledge, skills and behaviours set out in the Food and Drink Process Operators standard including: understanding of continuous improvement processes used in the industry, and when it is appropriate to escalate technical issues to a specialist or more senior member of staff. Understanding of food safety and its importance to the industry and the importance of being effective communicators who are able to work well with others. Apprentices will have a solid grounding in most aspects of food production and manufacturing and have a good level of product knowledge.

Entrants will undergo three test components as detailed on the following pages, the results of which are aggregated to give a final apprenticeship grade of fail, pass, merit or distinction.

## This qualification could lead to

This qualification will support progression to further learning in:

### 1. Subject areas including:

- Production management
- Food science and technology
- Food safety and quality
- Food team leading/management
- Food product development

### 2. Further qualifications including:

- FDQ Level 3 End-Point Assessment for Food & Drink Technical Operator ST0196 AP06
- FDQ Level 3 Award in HACCP for Food Manufacturing
- FDQ Level 3 Award in Health and Safety in the Food Supply Chain Business
- FDQ Level 3 Award In Food Safety Supervision for the Food Industry

## Qualification support

The Level 2 Food and Drink Process Operator standard and assessment plan has been developed by the Food and Drink Advanced Process Operator Apprenticeship Employer Group and approved by the Institute for Apprenticeships and Technical Education (IFATE); Ofqual will carry out external quality assurance of the EPA. The FDQ EPA qualification is supported by the Food and Drink Training and Education Council and a range of employers and training providers.

## Further information

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

Or by contacting FDQ:

Tel: 0113 859 1266

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

## Methods of Assessment

The qualification includes 3 assessment components, each of which must achieve a pass grade in order to pass the EPA requirement of the Level 2 Food and Drink Process Operator Apprenticeship. Test specifications for each of the assessment components are available in the Employer & Training Provider Handbook available on FDQ's secure system FDQAwards. Please contact FDQ's EPA team at [epa@fdq.org.uk](mailto:epa@fdq.org.uk) for more information.

Overall grading of the EPA qualification is Fail, Pass, Merit or Distinction.

## Assessment Components and Time Allowed

<b>Level 2 EPA for Food and Drink Process Operator ST0199/AP02 Components</b>	<b>Contribution of assessment component to final grade (%)</b>
Knowledge test (KT)	15%
Practical Observation (PO)	60%
Professional Dialogue and Interview (PDI)	25%
Overall apprenticeship grading	Fail/Pass/Merit/Distinction

Assessment		Time
Knowledge test (KT)	30 multiple choice questions	60 mins
Practical Observation (PO)	The observation can be carried out in one two hour session, or in two one hour sessions, depending on the needs of the employer and observation opportunities	120 mins
Professional Dialogue and Interview (PDI)	6 competency based questions	30-45 mins

## Qualification scope

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

EPA Assessment Method	Key
Knowledge Test	KT
Practical Observation	PO
Professional Dialogue and Interview	PDI

Standard Ref	Knowledge to be assessed	Assessment Method		
		KT	PO	PDI
K1	The need for and principles of quality management	•		
K2	Environmental Management System requirements	•	•	
K3	The Food and Drink sector: businesses and principles within it	•		
K4	Product origin and end-to-end supply chain	•		
K5	Standard Operating Procedures (SOPs)	•	•	
K6	Hygiene standards and food safety	•	•	
K7	Health and Safety in the food industry	•	•	
K8	Products: how to handle products and the effects of external influences on them	•	•	
K9	The Operator's role: how it fits into the wider business and adds customer and consumer value	•		
K10	Effective communication skills and team working	•		
K11	How to use relevant tools and equipment in food production	•		
K12	The principles of Continuous Improvement (CI) in the food production industry	•		
K13	Good manufacturing practice in the food industry	•		
K14	Performance data: understanding, interpreting and acting on it	•	•	

Ref	Skills to be assessed	Assessment Method		
		KT	PO	PDI
S1	Follow and implement Standard Operating Procedures (SOPs) and work with the quality process as appropriate		•	
S2	Carry out basic fault finding and problem solving; take action according to organisational procedures		•	
S3	Ensure effective handovers to appropriate colleagues			•
S4	Clean equipment according to specifications and schedules		•	
S5	Ensure personal compliance with regulatory and company Quality, Food Safety, Environmental, and Health and Safety requirements		•	
S6	Actively contribute to optimal production performance, e.g. line optimisation in the control of yields/stock levels			•
S7	Identify Health and Safety, Food Safety, Hygiene and Quality issues where appropriate and escalate		•	
S8	Contribute to effective changeovers			•
S9	Monitor product quality and identify and communicate opportunities for improvement		•	
S10	Contribute to Continuous Improvement (CI) activities			•
S11	Interpret, record and act upon performance indicator data		•	
S12	Engage in HACCP (Hazard Analysis and Critical Control Points) monitoring and controls		•	

Standard Ref	Behaviours to be assessed	Assessment Method		
		KT	PO	PDI
B1	Safe working: ensures safety of self and others, food safe, challenges safety issues		•	
B2	Ownership of work: accepts responsibility and is proactive		•	
B3	Pride in work: aims for excellence, punctual and reliable, has 'first time right' attitude		•	
B4	Self-development: seeks learning and development opportunities			•
B5	Integrity and respect: respect for colleagues, customers, products and equipment		•	
B6	Working in a team: builds good relationships with others			•
B7	Problem solving: participates in problem solving			•
B8	Responsiveness to change: flexibility to changing working environment and demands			•
B9	Company/industry perspective: desire to learn about the company and food industry, acts as an ambassador			•
B10	Effective communication: with others, listens effectively, gives and receives feedback		•	
B11	Demonstrates and encourages curiosity to foster new ways of thinking and working			•

## Assessment Criteria

The three assessment components are assessed using the grading criteria on the following pages. Points are allocated according to the allowances indicated, up to the maximum stipulated.

Assessment component & KSBs	Assessment criteria
<b>Knowledge Test (KT)</b>	Multiple choice questions: 30 questions, 1 point for each correct answer. <b>Total available points for MCT = 30</b>

Fail	Pass	Merit	Distinction
Apprentice scores 0-17 marks	Apprentice scores 18 - 23 marks	Apprentice scores 24 -27 marks	Apprentice scores 27-30 marks

Assessment component & KSBs	Assessment criteria
<b>Practical Observation (PO)</b>	
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Environmental Management System requirements K2</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Does not know how to deal with waste or avoid environmental damage	Understands how to deal with waste product; knows how to dispose of product to avoid environmental damage
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Standard Operating Procedures (SOPs) K5</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Does not know what an SOP is and doesn't know how to follow a SOP	Knows what a SOP is and how to follow a SOP
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Hygiene standards and food safety K6</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to understand the importance of hygiene and/or food safety; does not know how to implement hygiene and food safety procedures	Understands the importance of hygiene and food safety; knows how to implement hygiene and food safety procedures



<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Health and Safety in the food industry</b> <b>K7</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to understand the importance of health and safety	Understands the importance of health and safety
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Products: how to handle products and the effects of external influences on them</b> <b>K8</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to handle products correctly; cannot describe what happens to products if incorrectly handled	Knows how to handle products and can describe what happens to products if incorrectly handled
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Performance data: understanding, interpreting and acting on it</b> <b>K14</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Does not understand types of performance data or how to use it	Understands types of performance data; what it is used for and what to do with it
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Follow and implement Standard Operating Procedures (SOPs) and work with the quality process as appropriate</b> <b>S1</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Does not follow SOPs correctly; does not check product quality	Follows SOPs; checks product quality and takes action where necessary
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Carry out basic fault finding and problem solving; take action according to organisational procedures</b> <b>S2</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to carry out or explain how to fault find or solve problems	Finds or explains how to find faults and solve problems; takes action or explains how to take action to rectify

<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Clean equipment according to specifications and schedules</b> <b>S4</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to clean equipment effectively according to SOPs.	Cleans equipment effectively according to SOPs and completes records as appropriate
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Ensure personal compliance with regulatory and company Quality, Food Safety, Environmental, and Health and Safety requirements</b> <b>S5</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to comply with quality, food safety, environmental and health and safety procedures and regulations.	Complies with quality, food safety, environmental and health and safety procedures and regulations.
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Identify Health and Safety, Food Safety, Hygiene and Quality issues where appropriate and escalate</b> <b>S7</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to identify or explain examples of health and safety, food safety, hygiene and quality issues	Identifies or explains examples of health and safety, food safety, hygiene and quality issues and communicates them to appropriate person
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Monitor product quality and identify and communicate opportunities for improvement</b> <b>S9</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to monitor quality; does not make suggestions to improve quality	Monitors product quality; makes suggestions to improve quality
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Interpret, record and act upon performance indicator data</b> <b>S11</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Fails to interpret or explain how to interpret, record and act on performance indicator data	Interprets or explains how to interpret, record and act on performance indicator data

<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Engage in HACCP (Hazard Analysis and Critical Control Points) monitoring and controls</b> <b>S12</b>			
Grading Criteria			
Fail Criteria		Pass Criteria	
Fails to properly monitor and record a CCP or CP according to the HACCP plan		Monitors and records a CCP or CP according to the HACCP plan	
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Safe working: ensures safety of self and others, food safe, challenges safety issues</b> <b>B1</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Fails to ensure the safety of self and/or others; fails to consider food safety risks; disregards unsafe behaviour	Ensures safety of self and others, food safe, challenges safety issues	Consistently ensures safety of self and others; spots and challenges unsafe behaviour	Identifies and communicates potential safety health or other risks across teams and departments; takes appropriate action when others are not behaving safely
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Ownership of work: accepts responsibility and is proactive</b> <b>B2</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Fails to take responsibility for own area of work; fails to plan work effectively	Accepts responsibility and is proactive	Takes ownership of own work, plans work	Identifies potential issues and takes appropriate actions to minimise disruptions to workflow
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Pride in work: aims for excellence, punctual and reliable, has 'first time right' attitude</b> <b>B3</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Shows poor time keeping; accepts failure with little attempt to improve	Aims for excellence, punctual and reliable, has 'first time right' attitude	Continuously demonstrates punctuality and reliability, aims for excellence, demonstrates good time management	Consistently uses time proactively and anticipates problems which may cause delays to work plans or compromise to quality

<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Integrity and respect: respect for colleagues, customers, products and equipment</b> <b>B5</b>			
<b>Grading Criteria</b>			
<b>Fail Criteria:</b> <b>0 points</b>	<b>Pass Criteria:</b> <b>1 point</b>	<b>Pass with Merit Criteria:</b> <b>2 points</b>	<b>Pass with Distinction</b> <b>Criteria: 3 points</b>
Shows little respect for others, customers, products and equipment	Shows respect for others, customers, products and equipment	Consistently shows respect for others, customers, products and equipment	Actively encourages others to respect the values of others, customers, products and equipment
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Effective communication: with others, listens effectively, gives and receives feedback</b> <b>B10</b>			
<b>Grading Criteria</b>			
<b>Fail Criteria:</b> <b>0 points</b>	<b>Pass Criteria:</b> <b>1 point</b>	<b>Pass with Merit Criteria:</b> <b>2 points</b>	<b>Pass with Distinction</b> <b>Criteria: 3 points</b>
Shows little attempt to communicate with others; shows little skill in communication	Communicates effectively visually and verbally	Effectively uses a range of communication techniques and demonstrates effective listening skills	Reviews effectiveness of and recommends improvements for different methods of communication; demonstrates effective influencing skills

### Practical Observation Grade Boundaries

<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Apprentice scores 0-4 points	Apprentice scores 5-7 points	Apprentice scores 8-12 points	Apprentice scores 13-15 points

Assessment component & KSBs	Assessment criteria
<b>Professional Dialogue and Interview (PDI)</b>	
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Ensure effective handovers to appropriate colleagues.</b> <b>S3</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Did not perform an effective handover to appropriate colleagues	Ensured effective handovers to appropriate colleagues.
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Contribute to effective changeovers.</b> <b>S8</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Did not perform an effective changeover	Contributed to effective changeovers.
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Contribute to Continuous Improvement (CI) activities</b> <b>S10</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Did not contribute to Continuous Improvement (CI) activities	Contributed to Continuous Improvement (CI) activities
<b>Knowledge, Skills and Behaviours Statement</b>	
<b>Actively contributed to optimal production performance, e.g. line optimisation in the control of yields/stock levels</b> <b>S6</b>	
Grading Criteria	
Fail Criteria	Pass Criteria
Did not actively contribute to optimal production performance, e.g. line optimisation in the control of yields/stock levels	Actively contributed to optimal production performance, e.g. line optimisation in the control of yields/stock levels

<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Working in a team</b> <b>B6</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Shows no evidence of good working relationships	Builds good relationships with others	Works collaboratively, supporting others to achieve goals; contributes ideas and challenges appropriately	Builds excellent relationships with other, demonstrates knowledge and understanding of business objectives
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Innovation</b> <b>B11</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Shows no interest in doing things differently; happy to stay in current role	Demonstrates and encourages curiosity to foster new ways of thinking and working	Constructively challenges existing ways of working; volunteers to work across different areas of the business as appropriate	Recommends and implements changes to improve own work and work of others, capable of supporting others with change or learning new skill
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Problem Solving</b> <b>B7</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Makes little effort to assist in problem solving; sees problems as the responsibility of others	Participates in problem solving	Works to identify and ensure root causes of problems are resolved, demonstrating a tenacious approach	Takes ownership for resolving problems and issues; demonstrates determination to see things through
<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Responsiveness to change</b> <b>B8</b>			
Grading Criteria			
Fail Criteria: 0 points	Pass Criteria: 1 point	Pass with Merit Criteria: 2 points	Pass with Distinction Criteria: 3 points
Is resistant to change; finds the changing demands of the business difficult to adapt to	Demonstrates flexibility to changing working environment and demands	Demonstrates flexibility to get involved in different tasks; consistently reacts positively to changes and finds ways to support implementation	Looks to understand the reasons behind changes; constructively questions and challenges change; sets a positive example for others

<b>Knowledge, Skills and Behaviours Statement</b>			
<b>Self-development B4</b>			
<b>Grading Criteria</b>			
<b>Fail Criteria: 0 points</b>	<b>Pass Criteria: 1 point</b>	<b>Pass with Merit Criteria: 2 points</b>	<b>Pass with Distinction Criteria: 3 points</b>
Shows no interest in learning new skills	Seeks learning and development opportunities	Takes ownership of learning and 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

### Professional Dialogue and Interview Grade Boundaries

<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Apprentice scores 0-5 points	Apprentice scores 6-9 points	Apprentice scores 10-15 points	Apprentice scores 16-18 points

## Specimen assessments

### Example Multiple Choice Test questions:

Q. What is a 'non-conforming' product?

- a. One that doesn't meet the standard.
- b. One that almost meets the standard.
- c. One that must be destroyed.
- d. One that meets the standard.

Q. Which of the following is not an outcome of a continuous improvement plan?

- a. Reductions in levels of waste.
- b. Making business operations more competitive.
- c. Reductions in manufacturing costs.
- d. Increased staff training

### Example Practical Observation questions:

Q1 Describe the safety checks you would undertake on a piece of equipment you use.

Q2 What would you do if the ingredients you were about to use for a process were out of specification?

Q3 Describe what is included in a standard operating procedure.

### Example Professional Dialogue and Interview questions

The first set of questions is about effective handovers between production personnel and also effective changeovers of product on a production line.

Q1 What would you do to ensure that a product changeover is carried out smoothly?

The second set of questions is about how you help optimise production performance and how you have contributed to a continuous improvement exercise.

Q2 Why is it important for line production to be efficient and how have you contributed to line efficiency?



## Additional information and guidance

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

- Food and Drink Process Operator End Point Assessment Plan *ST0199/AP02*, available from <https://www.instituteforapprenticeships.org/media/1425/food-and-drink-process-operator-assessment-plan.pdf>
- Food and Drink Process Operator Apprenticeship Standard ST0199, available from <https://www.instituteforapprenticeships.org/apprenticeship-standards/food-and-drink-process-operator-v1-0>
- Food and Drink Process Operator Apprenticeship Standard – Employer and Training Provider Guide to End Point Assessment, available from [epa@fdq.org.uk](mailto:epa@fdq.org.uk)

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