



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

ST0191/AP05



End-point assessment plan for Baker apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0191	2	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Baker apprenticeship standard. It explains how EPA for this apprenticeship must operate.

Baker is a core and options apprenticeship standard. Apprentices must be assessed against the core and one option:

- Option 1: Craft baker
- Option 2: Plant baker
- Option 3: Retail baker

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard option relevant to their bakery setting
- apprentices must have compiled and submitted a portfolio of evidence to underpin the interview
- apprentices must have achieved English and mathematics at Level 1 and taken the tests for Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for three months.

This EPA consists of three discrete assessment methods.

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

It will be possible to achieve the following grades in each assessment method:

Assessment method 1: Observation with questions

- fail
- pass
- merit
- distinction

Assessment method 2: Interview underpinned by a portfolio of evidence

- fail
- pass

Assessment method 3: Multiple-choice test

- fail
- pass

Performance in these assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme (typically, 18 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard option relevant to their bakery setting.</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard option relevant to their bakery setting.</p> <p>Apprentices must have achieved English and mathematics Level 1 and taken the tests for Level 2.</p> <p>Apprentices must submit a portfolio of evidence to underpin the EPA interview.</p>
<p>End-point assessment (typically, three months)</p>	<p>Assessment method 1: Observation with questions</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction <p>Assessment method 2: Interview underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass <p>Assessment method 3: Multiple-choice test</p> <ul style="list-style-type: none"> • fail • pass <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically three months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Achieved English and mathematics at Level 1 and taken the tests for Level 2.
For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3.
British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For observation with questions

- no specific requirements

For the interview, the apprentice will be required to submit:

- a portfolio of evidence

For multiple-choice test

- no specific requirements

Portfolio of evidence requirements:

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

This is not a definitive list; other evidence sources are possible.

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

The portfolio is not directly assessed. It underpins the interview and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the interview but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

End-point assessment method 1: Observation with questions

Overview

This assessment method has one component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions. The independent assessor will ask questions in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

Delivery

The observation with questions must take 4.5 hours (assessment time). The time for questioning is included in the overall assessment time.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required.

Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of the observation with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

One independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities should be observed during the observation.

Core

- plan and prepare for bakery tasks
- use/operate bakery tools, equipment and ovens
- contribute to maintaining a clean and effective bakery production environment
- prepare bakery products for customer/consumer, including packaging and labelling of bakery products

Craft

- produce a minimum of two craft bakery products to specification: bread loaf and a different bakery product
- amend recipes to meet craft bakery production requirements
- finish craft bakery products

Plant

- produce a minimum of two batches of bakery products using large scale production methods to specification: bread loaf and a different bakery product
- conduct production bakery product changeover
- conduct production quality assurance/checks

Retail

- produce a minimum of two in-store bakery products to specification: bread loaf and a different bakery product
- display and replenish bakery products in store
- serve customers and sell bakery products in store

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

- Bakery products produced must be a commercial batch size appropriate to the workplace
- Bakery products may be produced using ingredients or a mix
- Retail – display, replenish, serve customers and sell bakery products, may be in relation to the products produced by the apprentice during the assessment or other products

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked. The purpose of questioning is to test the apprentice's breadth and depth of underpinning knowledge against the grading descriptors.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The independent assessor must ask a minimum of six open questions. They may ask follow-up questions where clarification is required.

The questions can be asked by the independent assessor both during and after work completion. In order to remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks and/or after completion of work rather than disrupting the apprentice's flow.

Independent assessors must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions, in line with the EPAOs training and standardisation process.

The performance observed and responses to questions will be assessed holistically, using the grading descriptors for this assessment method.

The time for questioning is included in the overall assessment time.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in the apprentice's workplace.

The employer should ensure the necessary tools, equipment and materials are available for the apprentice during the observation with questions.

Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. The questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- observation specifications
- grading guidance
- question banks
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 2: Interview underpinned by a portfolio of evidence

Overview

This assessment method has one component.

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor leads this process to obtain information from the apprentice to enable a structured assessment decision-making process.

The rationale for this assessment method is:

- allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers that cannot be tested through the multiple-choice test
- it can be conducted remotely, potentially reducing cost

Delivery

An independent assessor will conduct and assess the interview underpinned by portfolio of evidence.

The interview must last for 45 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The interview will have a minimum of eight open questions – one per topic. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The purpose of the questions will be to cover the following topics:

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

The interview will be conducted as follows.

EPAOs must arrange the interview in conjunction with the apprentice's employer.

Apprentices must be given at least two-weeks' notice of the date and time of the interview.

Questions should be open and competence based. Additional follow up questions are allowed, to seek clarification and to make a judgement against the grading descriptors.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process.

Apprentices must have access to their portfolio of evidence during the interview.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio evidence is not directly assessed.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

Evidence from the interview must be assessed holistically using the grading descriptors for this assessment method.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

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

Video conferencing can also be used to conduct the interview but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO, for example a training provider's premises

Question and resource development

A 'question bank' must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the interview as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 3: Multiple-choice test

Overview

This assessment method has one component.

A multiple-choice test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time

Delivery

Test format

The multiple-choice test can be:

- computer based
- paper based

It will consist of 40 questions. 90% of the questions should cover the core knowledge and 10% should cover the option knowledge, relevant to the apprentice's option.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions must be varied, to avoid the multiple-choice test becoming too predictable, yet allow assessment of the relevant KSBs.

Test administration

Apprentices must have 60 minutes to complete the multiple-choice test.

The multiple-choice test is closed book which means that the apprentice cannot refer to reference books or materials.

Assessment

Multiple-choice tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

Grading boundaries

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

Grade	Minimum mark	Maximum mark
Fail	0	27
Pass	28	40

Assessment location

Apprentices must take the multiple-choice test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be any independent person appointed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the multiple-choice test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the multiple-choice test.

The EPAO is responsible for ensuring the security of any multiple-choice tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the identity of the person taking the multiple-choice test. The EPAO must also verify the suitability of the venue for multiple-choice test-taking.

Question and resource development

Questions must be written by EPAOs and must be relevant to the occupation. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'multiple-choice test specifications' and 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- a question bank
- a multiple-choice test specification
- sample multiple-choice tests and mark schemes
- live multiple-choice tests and mark schemes
- analysis reports which show areas of weakness for completed multiple-choice tests/exams and an invigilation policy

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

Independent assessors must individually grade the observation with questions and interview underpinned by a portfolio of evidence assessment methods, according to the requirements set out in this plan. A person appointed by the EPAO must grade the multiple-choice test. Alternatively, marking by computer is permissible where question type allows this.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

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

In order to gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA merit, apprentices must achieve a merit in the observation with questions, a pass in the interview underpinned by a portfolio of evidence and a pass in the multiple-choice test.

In order to achieve an overall EPA distinction, apprentices must achieve a distinction in the observation with questions, a pass in the interview underpinned by a portfolio of evidence and a pass in the multiple-choice test.

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

Assessment method 1 – Observation with questions	Assessment method 2 – Interview underpinned by a portfolio of evidence	Assessment method 3 – Multiple-choice test	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Merit	Pass	Pass	Merit
Distinction	Pass	Pass	Distinction

Any grade = fail, pass, merit, distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within four months of the EPA outcome notification.

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

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis

EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)
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	<ul style="list-style-type: none"> • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor apprentices progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI) there must be procedures in place to mitigate against any conflict of interest
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPA organisations must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last five years or significant experience of the occupation/sector with evidence of continued professional development. This should be at least at the same level as the apprenticeship standard.
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide training for markers
 - provide training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades

Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- use of technology – for example video conferencing for the interview underpinned by a portfolio of evidence
- location – for example use of employer premises equipment and resources for the observation with questioning, interview underpinned by a portfolio of evidence and multiple-choice test
- making maximum use of each typical 7.5 hour working day
- observation of naturally occurring evidence in the workplace
- using on-line delivery for the multiple-choice test
- the possibility of scheduling the observation with questions and interview underpinned by a portfolio of evidence assessment methods on the same day

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation with questions

Knowledge
K5 Core. Bakery methods and processes: weighing, mixing, dividing, proving, shaping, scaling, blocking/forming, baking, fry-off, pre-bake, cooling and finishing; requirements and purpose.
K6 Core. Bakery equipment: different types of mixers, processing equipment, ovens, hotplates, knives, packaging, labelling; their application, cleaning and operational checks requirements.
K9 Core. Finished baked products requirements: packaging, labelling, storage, handling and transportation.
K14 Core. Hygiene procedures: personal hygiene standards and bakery hygiene.
K17 Core. Verbal and non-verbal communication techniques.
K20 Option 1: Craft baker. Different types of pastry: sweet, savoury.
K21 Option 1: Craft baker. Raising agents used in confectionery: baking powder, bicarbonate of soda, egg, egg white.
K22 Option 1: Craft baker. Aeration techniques – mechanical, natural and chemical.
K24 Option 2: Plant baker. Large scale production principles. Uniformity and consistency to drive consumer satisfaction.
K25 Option 2: Plant baker. Automated and mechanical processing methods.
K27 Option 2: Plant baker. Ingredient management and batch processing in large scale production.
K28: Option 3: Retail baker. Display requirements: plans, hot spots, relationship between sales and space, stock levels, height, rotation, replenishment.
K29i Option 3: Retail baker. Customer service techniques.
K30 Option 3: Retail baker. Selling techniques: matching products to customers' needs, up-selling.
K31 Option 3: Retail baker. Product knowledge: suitability, complementary items.

Skills
S1 Core. Read and interpret information for example, specification, recipe and production plan.
S2 Core. Plan bakery tasks.

S3 Core. Prepare for bakery tasks. Obtain materials.
S4 Core. Prepare ingredients.
S5 Core. Weigh or check weight of ingredients/products.
S6 Core. Mix ingredients.
S7 Core. Deposit, scale or cut/divide mixture.
S8 Core. Mould products.
S9 Core. Monitor prove.
S10 Core. Pre-bake and/or post-bake dressing of product.
S11 Core. Select, prepare/set-up and use equipment and machinery.
S12 Core. Operate ovens.
S13 Core. Clean and check tools and equipment.
S16 Core. Store finished goods.
S17 Core. Package and label bakery products for example, allergens.
S18 Core. Comply with health & safety, food safety, environmental procedures, PPE, hygiene and method statements.
S19 Core. Clean and tidy work area. Dispose of waste and recycle.
S20 Core. Communicate verbally for example, with colleagues, suppliers and customers.
S21 Core. Record information - paper based or electronic.
S23 Option 1: Craft baker. Scale up/down a recipe using percentages.
S24 Option 1: Craft baker. Prepare and apply fillings/coatings.
S25 Option 2: Plant baker. Follow product changeover procedures.
S26 Option 2: Plant baker. Check product specifications throughout the key process steps; identify and rectify or report production issues.
S27 Option 3: Retail baker. Serve customers for example, determine customer's needs, provide information, offer options and match bakery products to customers' needs. Sell to customers for example, promote complementary items, promotional offers or seasonal products.
S28 Option 3: Retail baker. Display and replenish bakery products.

Behaviours

B1 Core. Prioritises health and safety and food safety.
B2 Core. Takes ownership of work. For example, completes allocated tasks, seeks help if required.

Assessment method 2: Interview underpinned by portfolio of evidence

Knowledge
K10 Core. Maximising product yield efficiency and waste minimisation.
K15 Core. Common baking faults and issues; problem solving.
K18 Core. Documentation requirements; compliance records.

Skills
S14 Core. Monitor materials/stock levels and controls for example, first in first out, temperature and environment.
S15 Core. Receive and store materials/stock from external suppliers and/or internal stores.
S22 Core. Identify bakery product problems/faults and underlying causes.

Behaviours
B3 Core. Consumer/customer focus. For example, strives to meet their needs.
B4 Core. Adaptable. For example, responds positively to changing demands or new technology.
B5 Core. Team worker. For example, polite, keeps others informed, helps colleagues, takes account of equality and diversity.
B6 Core. Seeks learning and development opportunities.

Assessment method 3: Multiple-choice test

Knowledge
K1 Core. The bakery sector: size and structure, types of customers, seasonal impact on bakery product demand. How and why production methods have evolved, current and emerging bakery technology and digitalisation: equipment and processes, reference sources and management information systems.
K2 Core. Consumer requirements and current trends; impact on the bakery industry.
K3 Core. Baking theory: mixing, proving, retarding, resting, baking, cooling; their function and how they affect product quality.
K4 Core. Basic recipe formulation.
K7 Core. Main bakery ingredients: flour, yeast, salt, sugar, fats, improvers, water, eggs; their origins, properties, nutritional value, purposes and uses, grades and quality, how they interact, storage, handling and transport.
K8 Core. Principles of making dough: changes in physical properties during processing, types of dough for different products; bulk fermentation and no time doughs (Chorleywood bread process).
K11 Core. Bakery legislation, regulations and requirements: Food Safety, Allergen control, Hazard Analysis Critical Control Points (HACCP), labelling, acrylamide, bakery-related asthmagens (powders), flour dust.
K12 Core. Health and Safety at Work Act 1974; Control of Substances Hazardous to Health, Risk assessments and method statements, manual handling, Personal Protective Equipment (PPE) and standard operating procedures.
K13 Core. Environmental: Environmental Protection Act 1990, sustainable and responsible use of resources and recycling.
K16 Core. Quality assurance and monitoring of processes.
K19 Core. Equality and diversity in the workplace.
K23 Option 1: Craft baker. Principles of lamination.
K26 Option 2: Plant baker. Audit requirements.
K29.ii Option 3: Retail. Complaints process.

Grading descriptors

End-point assessment method 1: Observation with questions

Theme/KSBs	Pass descriptors	Distinction descriptors
Core		
Plan and prepare for bakery tasks S1 S2 S3	Interprets and follows information (specifications/recipes/production plan) correctly when completing tasks Outlines/lists work tasks in an order of priority Prepares work area for bakery tasks, ensuring required tools/equipment and materials are to hand	Justifies their order of work task priority and/or explains any grouping of tasks in terms of cost/time saving
Use/operate bakery equipment, machinery and ovens K6 S11 S12 S13	Selects, checks, prepares/set-ups, cleans and uses/operates tools and equipment including ovens required for the task in line with operating instructions/manufacturers guidelines	Explains reasons why it is important to follow company policy/procedure for the cleaning and checking of tools and equipment Explains reasons why it is important to follow company policy/procedure to prepare/set-up equipment and machinery

<p>Contribute to maintaining a clean and effective bakery production environment K14 K17 S18 S19 S20 S21 B1 B2</p>	<p>Maintains and prioritises health and safety and food safety by following company health & safety, food safety, environmental procedures, wears appropriate PPE, follows hygiene procedures and follows method statements</p> <p>Cleans and tidies as they go, maintaining a safe work area and disposes of waste and recycles in line with company procedures</p> <p>Provides verbal information and records information required for tasks, which meets the needs of the audience and uses bakery terminology accurately and appropriately</p> <p>Takes responsibility to complete tasks within the limits of their authority; asks for help where required</p>	<p>Explains reasons why it is important to follow company health & safety, food safety and environmental procedures</p>
<p>Prepare bakery products for customer/consumer K9 S16 S17</p>	<p>Packages and labels bakery products and stores finished goods in line with company procedure, ensuring product is handled and transported in a way that will maintain product quality and safety</p>	<p>Explains reasons why it is important to follow packaging, labelling and storage requirements</p>
<p>Option 1: Craft baker</p>		
<p>Produce craft bakery products K5 K20 K21 K22 S4 S5 S6 S7 S8 S9 S10</p>	<p>Completes the correct methods and processes required to produce craft bakery products: prepares ingredients, weighs ingredients, mixes ingredients, deposits, scales, cuts/divides, moulds products, monitors prove, dresses product, bakes; meeting product specifications/quality guidelines and finished product specification requirements</p>	<p>Explains reasons why it is important to follow specifications/quality guidelines and finished product specification requirements and the potential consequences of not following them</p>

Amend recipes to meet craft bakery production requirements S23	Scales up/down a recipe using percentages, calculating yield to meet task requirements	Explains the reasons why it is important to correctly scale up/down a recipe
Finish craft bakery products S24	Prepares and applies filling/coating to meet task instructions: correct quantity, consistency, coverage and thickness	Explains the importance of meeting task instructions
Option 2: Plant baker		
Produce batch bakery products K5 K24 K25 K27 S4 S5 S6 S7 S8 S9 S10	Completes the correct methods and processes required to produce large-scale bakery products (prepares ingredients, checks weights of ingredients, mixes ingredients, deposits, scales or cuts mixture, pre-bake preparation, mould products, monitor prove, dress product), bakes; meeting product specifications/quality guidelines and finished product specification requirements	Explains reasons why it is important to follow specifications/quality guidelines and finished product specification requirements and the potential consequences of not following them
Operate production bakery product changeover S25	Follows company's product changeover procedures	Explains reasons why it is important to follow product change over procedures
Conduct production quality assurance/checks S26	Conducts product specifications checks throughout the key process steps against requirements; identifies and rectifies or reports production issues where they occur	Explains reasons why it is important to follow quality assurance procedures, and consequences of not doing so
Option 3: Retail baker		
Produce in-store bakery products to specification K5	Completes the correct methods and processes required to produce retail bakery products (prepares ingredients, checks weights of ingredients, mixes ingredients, ,	Explains reasons why it is important to follow specifications/quality guidelines and finished product specification

S4 S5 S6 S7 S8 S9 S10	deposits, scales or cuts mixture, pre-bake preparation, mould products, monitor prove, dress product, bakes; meeting product specifications/quality guidelines and finished product specification requirements	requirements and the potential consequences of not following them
Display and replenish bakery products in store K28 S28	Displays and replenishes stock in line with company requirements, ensuring products and/or product packaging is not damaged	Explains reasons why it is important to follow the company's requirements for displaying and replenishing bakery products
Serve customers and sell bakery products in store K29.i. K30 K31 S27	Responds to customer service/sales requests meeting their needs. For example, determine customer's needs, provides information, offers options and matches bakery products to customers' needs, and/or promotes complementary items, promotional offers or seasonal products.	Explains how and why they adapt their customer service techniques to meet the needs of different types of customers
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		

End-point assessment method 2: Interview underpinned by a portfolio of evidence

Theme/KSBs	Pass descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors
Core	
Maximising product yield K10	Describes ways of working to maximise product efficiency and minimise waste
Common bakery product faults and issues K15 S22	Describes a situation where they have identified a common bakery product problem/fault and applied problem solving to identify the underlying cause
Bakery documentation/records K18	Describes the correct purpose and requirements for given bakery documentation and compliance records
Material/stock control S14 S15	Describes how they monitor materials/stock levels and controls and how they receive and store materials/stock, identifying factors that need to be taken into account
Customer/consumer focus B3	Describes an example of being customer/consumer focused, outlining the situation and the approach they applied to meet their needs
Adaptable B4	Describes an example of where they have been in the workplace and responded to changing demands or new technology
Team worker B5	Describes an example of being a team player in the workplace, outlining the situation and the role they played
Learning and development B6	Outlines different types of learning and development they have undertaken and their plans for learning and development and its potential benefits
Fail: apprentices will fail if they do not demonstrate all the pass descriptors	

End-point assessment method 3: Multiple-choice test

KSBs	
Core K1 K2 K3 K4 K7 K8 K11 K12 K13 K16 K19	Test mark will determine whether apprentice achieved fail or pass
Option 1: Craft baker K23	
Option 2: Plant baker K26	
Option 3: Retail baker K29.ii	