



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.

End-point assessment plan for the food and drink process operator apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0199	2	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the food and drink process operator apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It 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 12 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 level of the occupational standard
- apprentices must have achieved English and mathematics Level 1 and taken the tests for Level 2¹
- apprentices must have compiled and submitted a portfolio of evidence to underpin the interview

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 3 months.

This EPA consists of 3 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 end-point assessment method:

Assessment method 1. Observation with questions:

- fail
- pass
- distinction

Assessment method 2. Interview underpinned by a portfolio of evidence:

- fail
- pass

Assessment method 3. Multiple-choice test:

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

EPA summary table

On-programme (typically, 12 months)	<ul style="list-style-type: none"> • Training to develop the knowledge, skills and behaviours (KSBs). • Training towards English and mathematics Level 1 and 2, if required. • Compiling a portfolio of evidence.
End-point assessment gateway	<ul style="list-style-type: none"> • The employer must be content that the apprentice is working at or above the level of the occupational standard. • Apprentices must have achieved English and mathematics Level 1 and taken the tests for Level 2. • Apprentices must submit a portfolio of evidence to underpin the EPA interview. • For the observation with questions and interview underpinned by a portfolio of evidence, the employer must provide any workplace specific policies, requirements or instructions as requested by the EPAO.
End-point assessment (typically, 3 months)	<p>Assessment method 1: Observation with questions</p> <ul style="list-style-type: none"> • fail • pass • 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 • distinction <p>Performance in these assessment methods will determine the EPA/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 for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of 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 start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting 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 the interview, compiled and submitted a portfolio of evidence – see below
- for the observation with questions and interview underpinned by a portfolio of evidence, the employer must provide any workplace specific policies, requirements or instructions as requested by the EPAO
- for the multiple-choice test, there are no specific requirements to submit supporting materials

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 10 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 or 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

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.

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

End-point assessment method 1: Observation with questions

Overview

This assessment method has 1 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.

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 2 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 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 1 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:

- food and drink processing and quality assurance
- monitor product throughput for a line against key performance indicators (KPIs)
- use or operate tools, equipment and machinery
- comply with food safety, health and safety, and environmental requirements
- work as part of a team

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

- activities may be completed in relation to the same product or different 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 4 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. To remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks 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 against the grading descriptors for this assessment method.

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 and in good working order 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 (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 or re-takes.

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

- independent assessor training materials
- observation specifications
- grading guidance
- a question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process and 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 1 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:

- it 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 a 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 6 open questions – one for each theme. 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 themes:

- food and drink process operator's role
- common faults and issues in food and drink production, fault-finding and problem solving
- continuous improvement
- audits - internal and external
- stock control
- documentation

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. The independent assessor will have a minimum of two weeks to review the portfolio.

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 of 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 or re-takes.

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

- a question bank
- outline of the assessment method's requirements
- marking materials
- grading guidance
- independent assessor training materials
- guidance document for employers and apprentices on the process and 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 1 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.

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 question type allows this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero mark.

Grading boundaries

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

Grade	Minimum mark	Maximum mark
Fail	0	27
Pass	28	33
Distinction	34	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 (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 or re-takes.

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

- a question bank
- a multiple-choice test specification
- outline of the assessment method's requirements
- 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 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 adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA pass 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 supported by a portfolio of evidence assessment methods, according to the requirements set out in this EPA plan. A person appointed by the EPAO must grade the multiple-choice test. Alternatively, marking by computer is permissible where question types 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.

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

To achieve an overall EPA merit, 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.

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 distinction 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
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Merit
Distinction	Pass	Distinction	Distinction

Any grade = fail, pass, distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method(s) 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.

The timescale for a re-sit or re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 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 4 months of the EPA outcome notification.

All failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or 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.

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 at least 20% off-the-job training as arranged by the employer and training provider • 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"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice 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 • 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 documentation 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 all 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 • pass the certificate to the apprentice • for the observation with questions and interview underpinned by a portfolio of evidence, provide the EPAO with any workplace specific policies, requirements and or

	instructions as requested by the EPAO as a gateway requirement
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training materials) • appoint suitably qualified and competent independent assessors • 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 • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide 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

	<ul style="list-style-type: none"> • 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) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's 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 • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors 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 using

	<p>assessment recording documentation provided by the EPAO, in a timely manner</p> <ul style="list-style-type: none"> • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide them with 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 the apprentice's 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 EPAO (i.e., a HEI) there must be procedures in place to mitigate against any conflict of interest
Marker	<p>As a minimum, markers 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 and procedures
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 EPAOs 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 are competent to deliver the end-point assessment and who:
 - have recent relevant experience of the occupation to at least occupational level 3 gained in the last 3 years or significant experience of the occupation
 - hold a Food Safety Level 3 Award qualification
 - hold a HACCP Level 3 Award qualification
- operate induction training for independent assessors and any other personnel involved in the delivery and assessment of the EPA (e.g., markers and invigilators)
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate provide ongoing training for markers and invigilators
- provide standardisation activity for 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
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

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

- completing applicable assessment methods online (i.e., computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously for the multiple-choice test
- using the employer's premises
- conducting assessment methods on the same day

Mapping of knowledge, skills and behaviours (KSBs)

End-point assessment method 1: Observation with questions

Knowledge
K3: Standard Operating Procedures (SOPs). What they are and why they are important.
K4: Quality assurance requirements and monitoring processes.
K5: Tools and equipment used in food and drink production. Control systems. Requirements for cleaning, care, and operational checks.
K6: Performance data in food and drink manufacturing.
K10i: Risk assessments and safe systems of work. Personal Protective Equipment (PPE).
K11i. Recycling.
K17: Communication techniques – verbal and non-verbal.
K19: Principles of good team working.
Skills
S1: Follow food and drink production SOPs.
S2: Apply product quality assurance SOPs.
S4: Check and use tools and operate equipment and machinery.
S5: Clean tools, equipment or lines.
S6: Comply with food safety regulations and procedures.
S7: Comply with health and safety regulations and procedures.
S8: Comply with environmental and sustainability regulations and procedures. Identify and segregate resources for reuse, recycling and disposal.
S12: Collect and interpret information – text and data.
S13: Record information - paper based or electronic.
S15: Follow work instructions - verbal or written.
S16: Communicate with colleagues - verbal and non-verbal.

Behaviours
B1: Put health and safety, and food safety first.
B2: Put the environment and sustainability first.
B3: Take ownership of given work.
B4: Team-focus to meet work goals.

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

Knowledge
K2: Food and drink process operator's role. Position within business. How it adds value to customer and consumer. Limits of autonomy.
K8: Stock requirements. Control systems. Stock rotation.
K12: Common faults and issues in food and drink production. Problem solving.
K13: Basic continuous improvement techniques: 5S, KAIZEN.
K14: Internal and external audits in the food and drink sector.
K15: Information technology: production equipment digital interfaces, virtual learning platforms, management information systems, word processing, email. General data protection regulation (GDPR).
K16: Documentation requirements for example, line records.
K18: Reporting procedures.

Skills
S3: Scan control, monitor and rotate stock.
S9: Identify and resolve issues. Report issues.
S10: Apply basic continuous improvement techniques.
S11: Apply fault-finding and problem-solving techniques to common problems.
S14: Use information technology.

Behaviours

B5: Adapt to changing work requests.

B6: Seek learning and development opportunities.

End-point assessment method 3: Multiple-choice test

Knowledge

K1: The food and drink sector. Types of organisations: branded and non-branded, high and low care sites. Types of food and drink products. Product origin and end-to-end supply chain. Customers and consumers. Customer requirements. Seasonal impact on product demand. Current food and drink trends.

K7: Characteristics and properties of food and drink products: ambient, frozen, fresh, chilled, confectionery, liquid. Handling requirements. Effects of external influences.

K9: Food safety. Hazard Analysis Critical Control Points (HACCP). Good manufacturing practice (GMP) in the food industry. Chemical and foreign body contamination prevention. Metal detectors and non-metallic detection. Allergen control. Labelling. Personal hygiene.

K10ii: Health and Safety at Work Act – responsibilities. Control of Substances Hazardous to Health (COSHH). Manual handling. Situational awareness. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls. Safety equipment: guards, signage, fire extinguishers.

K11ii: Environment and sustainability. Types of pollution and control measures: noise, smells, spills, and waste. Efficient use of resources. Waste reduction and waste streams.

Grading descriptors

End-point assessment method 1: Observation with questions

Theme KSBs	Pass descriptors In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	Distinction descriptors In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
Food and drink processing and quality assurance K3 K4 S1 S2	Follows standard operating procedures (SOPs) and applies quality assurance monitoring processes to produce products that meet specification. (K3, K4, S1, S2)	Identifies potential issues that could arise in food and drink processing. Explains how they help prevent them occurring by following production and quality assurance SOPs. (K3, K4, S1, S2)
Monitor product throughput for a line against key performance indicators (KPIs) K6 S12 S13	Reads, interprets, collects and records performance information following procedures. (K6, S12, S13)	Explains how performance data they collect and record supports food and drink production. (K6, S12, S13)
Use or operate tools, equipment, and machinery K5 S4 S5	Checks tools and equipment in line with operating instructions or manufacturers' guidelines. Uses tools and operates equipment and machinery required for the production task in line with operating instructions or manufacturers' guidelines. Cleans tools, equipment or lines in line with operating instructions or manufacturers' guidelines. (K5, S4, S5)	Applies techniques in the use of tools and equipment to achieve production efficiencies. For example, works in a logical order, avoids the need to back-track. (K5, S4)
Comply with food safety, health and safety, and environmental requirements K10i K11i	Maintains and prioritises health and safety, and food safety by complying with company health and safety, food safety, environmental and sustainability procedures, and risk assessments and safe	Explains reasons why it is important to follow health and safety, food safety and environmental and sustainability procedures and put them first. (K10i, K11i, B1, B2)

S6 S7 S8 B1 B2	<p>systems of work; wears appropriate PPE. Follows hygiene procedures and follows method statements. Disposes of waste and recycles in line with procedures.</p> <p>(K10i, K11i, S6, S7, S8, B1, B2)</p>	
Work as part of a team K17 K19 S15 S16 B3 B4	<p>Provides verbal and non-verbal information required for tasks that meets the needs of the audience and supports commitment to team working. (K17, K19, S16, B4)</p> <p>Takes responsibility to complete allocated tasks, follows instructions. Asks for help where required. (S15, B3)</p>	<p>Applies team working techniques to achieve production efficiencies. For example, proactively seeks to help others. (K19, B4)</p>
<p>Fail: apprentices will fail if they do not demonstrate all the pass descriptors</p>		

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
Food and drink process operator's role K2 K18 B5 B6	<p>Describes the food and drink process operator role identifying:</p> <ul style="list-style-type: none"> • position in company • how it adds value to customer and consumer • limits of autonomy • reporting procedures (K2, K18) <p>Describes when they have been adaptable in the workplace and responded to changing demands. (B5)</p> <p>Outlines different types of learning and development they have undertaken and their plans for learning and development and its potential benefits. (B6)</p>
Common faults and issues in food and drink production, fault-finding and problem solving K12 S9 S11	<p>Describes when they have identified a common product problem or fault and applied problem solving to identify the underlying cause, resolving the issue in line with procedures. Describes how they report issues beyond their limit of authority in line with procedures. (K12, S9, S11)</p>
Continuous improvement K13 S10	<p>Describes how they use basic continuous improvement techniques to contribute to continuous improvement. (K13, S10)</p>
Audits - internal and external K14	<p>Describes different types of audits that take place and how their work impacts on results. (K14)</p>
Stock control K8 S3	<p>Describes how they scan control, monitor and rotate stock, identifying factors that need to be considered. (K8, S3)</p>
Documentation K15 K16 S14	<p>Describes how they use various forms of IT and the importance of data protection and security. (K15, S14)</p> <p>Describes the correct purpose and requirements for given food and drink documentation. (K16)</p>
<p>Fail: apprentices will fail if they do not demonstrate all the pass descriptors.</p>	

End-point assessment method 3: Multiple-choice test

KSBs	
K1 K7 K9 K10ii K11ii	Test mark will determine whether apprentices have achieved fail, pass or distinction.

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

Grade	Minimum mark	Maximum mark
Fail	0	27
Pass	28	33
Distinction	34	40