

Advanced Baker Apprenticeship Standard Level 3

End-point Assessment Plan

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the advanced baker apprenticeship standard. It is for end-point assessment organisations (EPAO) who need to know how EPA for this apprenticeship standard must operate. It will also be of interest to advanced baker apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months working towards the occupational standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at, or above, the level set out in the occupational standard and the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

As a gateway requirement, apprentices without English and mathematics at level 2 must achieve this level prior to taking their EPA.¹

The EPA must be completed within a 12-week period, after the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

The EPA includes three distinct assessment methods:

- **knowledge test**
- **observation**
- **project and presentation**

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction. To achieve a pass, the apprentice must achieve a minimum of a pass in each assessment method.

¹ For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.

On-programme (typically 24 months)	End-point assessment gateway	End-point assessment (maximum 12 weeks)
<p>Training to develop the advanced baker occupational standard's knowledge, skills and behaviours</p> <p>Working towards English/maths Level 2 (if required)</p>	<p>Employer satisfied apprentice is consistently working at or above the level of the occupational standard</p> <p>Achieved English/maths Level 2, as a minimum</p>	<p>Assessment methods:</p> <ul style="list-style-type: none"> • knowledge test • observation • project and presentation <p>Graded fail, pass, merit or distinction</p>
Advanced baker occupational standard		

Diagram 1. Typical advanced baker apprenticeship standard summary

End-point assessment gateway

Gateway requirements:

- Employer is satisfied that the apprentice is consistently working at, or above, the level set out in the occupational standard. Employers may wish to take advice from their apprentice's training provider(s).
- Achieved English and mathematics at level 2.

End-point assessment methods

The EPA includes three distinct assessment methods:

- **knowledge test**
- **observation**
- **project and presentation**

The EPA must be completed within a maximum period of 12-weeks, after the apprentice has met the EPA gateway requirements.

The assessment methods can be completed in any order and assessment methods do not have to be passed before moving onto the next.

Requirements for each assessment method are detailed below.

Knowledge test

The knowledge test must assess the knowledge as shown in annex A.

The knowledge test consists of 30 multiple choice questions (MCQs) and 6 extended answer questions. Total marks for the knowledge test = 60.

Each MCQ must present the apprentice with 4 options, from which the apprentice must select one correct option. Each MCQ answered correctly must be assigned 1 mark, any incorrect or missing answers must be assigned 0 marks; total marks available = 30.

Each extended answer question must be assigned 5 marks. The question paper must clearly explain how the marks are being awarded for each question; total marks available = 30.

Extended answer questions must test the knowledge statements below:

- Advanced understanding of baking techniques, methods and processes used within the baking industry, including methods for speciality production and manufacture; the principles of different mixing methods including high speed, spiral and planetary
- Different bakery product types: puff pastry manufacture, choux pastry principles, hot plate recipes, frying
- Advanced principles of ingredients and their functionality, including how to select the correct ingredients for specific applications (to include core science)

- The composition, functionality and use of bread improvers, emulsifiers, aerating agents and other additives and processing aids
- Advanced recipe formulation, including recipe balance and ingredient substitution
- The product development process from concept to launch
- Understanding of Hazard Analysis and Critical Control Points (HACCP)/food safety/health and safety at Level 3 and how to use quality management systems in bakery effectively

The time allowed for the knowledge test is 90-minutes.

The knowledge test must be closed book i.e apprentices can't access reference materials or notes.

Knowledge tests may be either paper-based or electronic and can be taken on-line.

Knowledge tests must be taken under controlled conditions i.e. quiet space free from distraction and interference, in the presence of an EPAO administrator/invigilator. The maximum administrator/invigilator to apprentice ratio must be 1 to 15 if face-to-face; or 1 to 5 if remote. It is expected that EPAOs will use the apprentice's employer's premises for the knowledge test to minimise costs however, other venues may be sourced if necessary.

EPAOs must ensure appropriate methods to prevent mis-representation, for example, screen share and 360 degree camera function with an administrator/invigilator where the test is taken remotely.

The knowledge test will result in a fail, pass, merit or distinction grade.

The knowledge test must be marked by an EPAO marker; electronic marking is also permissible. EPAOs must award a grade using the following grading boundaries.

Fail	Pass	Merit	Distinction
0-39	40-49	50-54	55-60

Apprentices taking a re-sit/re-take must sit a different knowledge test paper.

EPAOs must develop a 'knowledge test bank' 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.

Knowledge test questions must be set so that a pass will represent competence in the knowledge requirements; with merit and distinction representing a deeper understanding of the knowledge.

Observation

Apprentices must be observed by an independent assessor completing key duties of an advanced baker. The observation must take place in the apprentice's workplace, under normal working conditions. The observation will assess the knowledge, skills and behaviours (KSBs) as shown in annex A.

The observation must include the apprentice doing the following:

- Undertaking oversight of bakery production, to ensure work is carried out in line with Standard Operating Procedures, health & safety and food safety requirements, and in line with company defined quality assurance procedures
- Dealing with production problems to ensure high quality products in line with company requirements (this may necessitate simulation where a problem does not occur naturally)
- Sampling at least one product to ensure they meet company quality standards and expectations
- Collection, analysis and reporting of production data
- Conducting a risk assessment
- Demonstrating continuous improvement activities
- Demonstrating asset care
- Demonstrating internal and external audit procedures

During or after the task completion the independent assessor must ask 10 set open questions to assess related underpinning knowledge, understanding and approach being applied. They may ask follow up questions where clarification is required. Questioning must be completed within the total time allowed for the observation. Example question: 'what environmental factors did you take into account when planning your work?'

Independent assessors are permitted to assess up to a maximum of 4 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The total time period for observation will be 2-hours-45-minutes – 3-hours. This may be divided up into shorter periods and may be conducted during the course of one day, or over different days; depending on the production schedule of the employer. The tasks and time frames will be agreed beforehand by the independent assessor with the apprentice's employer.

During the observation the apprentice should have the opportunity, if required, to move from one area/function of the business to another in order to best demonstrate how they have applied their KSBs.

KSBs observed and answers to questions must be documented by the independent assessor. They will use the assessment tools and procedures that are set by their EPAO to record the observation and questioning.

EPAOs must develop a bank of observations that will allow apprentices to practically demonstrate the KSBs required and support a consistent and reliable approach to assessment. EPAOs must develop an 'observation bank' 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 observation will result in a fail, pass, merit or distinction grade.

Independent assessors must use the grading criteria and marks for the observation as shown in Annex C. Independent assessors must award a grade using the following grading boundaries.

Fail	Pass	Merit	Distinction
0-49	50-70	71-85	86-100

Project and presentation

Apprentices must complete a project during their EPA period based on the development of a new bakery product or bakery product improvement within their workplace. The project must be evidenced in a portfolio, which must be submitted to their independent assessor by the end of week 10 of their EPA period. During the last two weeks of their EPA period apprentices must present their project and product to their independent assessor, followed by questioning on a one-to-one basis.

The new or existing product development must involve the apprentice applying advanced practical baking skills, including mixing, decorative moulding and finished product decoration.

The portfolio must contain 8-10 pieces of evidence holistically mapped against the KSBs being assessed by this assessment method. Evidence may include the project plan, recipe formulation records, video clips, photos, customer/consumer feedback and employer feedback although this list is not exhaustive.

The apprentice's presentation must last 20 minutes +/- 10% and must outline the new product or existing product development, the development process, results and evaluation. To support the presentation the apprentice may use a range of visual aids including slides, spreadsheets, graphs, photographs and video clips.

Apprentices must bring to the presentation a sample of the product made by themselves to demonstrate their skills, for examination/testing.

Following the presentation and product examination, the independent assessor will ask the apprentice questions relating to the content of the project portfolio, presentation and product, to further assess against the KSBs. Questioning must last 30 minutes +/- 10%. Independent assessors must ask ten open competency based questions. Follow up questions are allowed to seek clarification. Apprentices can refer to evidence within their portfolio or the product to illustrate their answers. Independent assessors must develop the questions based on their review of the project portfolio, product, presentation and questioning evidence. EPAOs must develop sample questions however; the questions will need to be tailored by independent assessors based on the evidence presented.

The evidence from the project portfolio, product, presentation and questioning will be assessed holistically and result in a fail, pass, merit or distinction grade.

The grading criteria and marks for the project and presentation are shown in Annex C. Independent assessors must award a grade using the following grading boundaries.

Fail	Pass	Merit	Distinction
0-35	35-42	43-50	51-55

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It is recommended that the independent assessor assessing the project and presentation is a different independent assessor to the one who carries out the observation assessment, to ensure they are not influenced by the apprentice's performance in the observation, although this is not a requirement.

The presentation, product examination and questioning components must be conducted in a controlled environment i.e. a quiet room free from distraction and influence. It is expected that EPAOs will use the apprentice's employer's premises for the observation and presentation to minimise costs however, other venues may be sourced if necessary.

Apprenticeship Grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

Independent assessors must individually grade each assessment method – fail, pass, merit or distinction, according to the requirements set out in this plan. Independent assessors' decisions will be subject to moderation by the EPAO – see internal quality assurance section below.

EPAOs must combine the grades of the assessment methods to determine the EPA grade.

To achieve a **pass** overall - an apprentice must achieve a minimum of a pass in all the assessment methods: knowledge test, observation and project and presentation.

To achieve a **merit** – an apprentice must get a minimum of merit in the observation, and a minimum combination of pass and merit in the other two assessment methods.

To achieve a **distinction** – an apprentice must get a distinction in the observation, and a minimum combination of distinction and merit in the other two assessment methods.

Grading combinations are shown in annex B.

Re-sits/re-takes

Apprentices will be offered the opportunity to take a re-sit/re-take if they have failed one or more assessment method. A re-sit does not require an apprentice to undertake further learning/training, whereas a re-take does.

Any assessment method re-sit/re-take must be taken within the 12 weeks of the original EPA period, otherwise the entire EPA must be re-sat/re-taken in full in a new 12-week period.

Re-takes/re-sits must not be offered to apprentices wishing to move from 'pass to merit or distinction' or 'merit to distinction.'

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

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

EPAO's must ensure that apprentices undertaking re-sit/re-take sit a different knowledge test paper, observation specification and/or questions on the project and presentation.

End-point Assessment – Summary of Roles and Responsibilities

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

EPAOs are responsible for:

- designing a knowledge test bank
- designing an observation bank
- designing sample questions for the project and presentation
- designing documentation to record the observation and project and presentation evidence and grade decision

EPAOs must appoint:

- administrators/invigilators and markers to administer/invigilate and mark the knowledge test
- independent assessors to assess and grade the observation and project and presentation
- quality assurance staff to undertake moderation of EPA

Independent assessors

Independent assessors must meet the mandatory requirements in the table below.

Mandatory Requirements	Independent Assessors
Independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest	✓
Hold or working towards an assessor qualification	✓
Recent experience i.e. within last two years carrying out the activities as detailed in the Advanced Baker Apprenticeship Standard	✓
Food Safety Level 3 qualification	✓

Hazard Analysis & Critical Control Points (HACCP) Level 3 qualification	√
Complete a minimum of 3 days continuing professional development in advanced bakery per year	√

EPAO's must appoint administrators/invigilators and markers to administer/invigilate and mark the knowledge test. They must have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for administrators/invigilators/markers. They must be trained in the task(s) by their EPAO and operate according to their guidance.

Quality assurance staff must hold or be working towards quality assurance qualifications. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions.

EPAOs for this EPA must undertake the following:

- appoint independent assessors that meet the requirements as detailed in this plan – see above
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate regular standardisation events that enable assessors to attend a minimum of 2 events per year to ensure consistency in the practice of assessing the observation, and project and presentation
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 10% of each independent assessors' assessments moderated. However, a risk based system must be operated i.e. new or poorly performing independent assessors should have a higher moderation level.

External Quality Assurance

External quality assurance arrangements will ensure that EPAOs delivering EPA for this apprenticeship standard operate consistently and in line with this plan.

External Quality Assurance (EQA) for the advanced baker apprenticeship will be undertaken by Ofqual.

Implementation

The following factors should ensure the EPA is affordable:

- Employers premises should be used for knowledge test venues where possible
- Remote assessment is permissible, reducing travel costs
- The observation takes place in the apprentices workplace based on real work completed for employer, adding value to the employer

It is anticipated there will be a minimum of 50 advanced baker apprenticeship starts per year.

Annex A - Knowledge, skills and behaviours to be assessed by each assessment method

Assessment method	Key
Knowledge test	K
Observation	O
Project and presentation	P

Knowledge

		K	O	P
K1	Advanced understanding of baking techniques, methods and processes used within the baking industry, including methods for speciality production and manufacture; the principles of different mixing methods including high speed, spiral and planetary	X		X
K2	Current legislation and regulation requirements and updates; and how to keep abreast of changes	X		
K3	Different bakery product types: puff pastry manufacture, choux pastry principles, hot plate recipes, frying	X		
K4	Advanced principles of ingredients and their functionality, including how to select the correct ingredients for specific applications (to include core science)	X		
K5	The composition, functionality and use of bread improvers, emulsifiers, aerating agents and other processing aids	X		
K6	Advanced recipe formulation, including recipe balance and ingredient substitution	X		X
K7	An in-depth understanding of finished goods including: packaging types and functionality, storage requirements and distribution (including controlled atmosphere packaging), and finished product assessment	X		
K8	Product costing	X		
K9	The product development process from concept to launch	X		X
K10	Goods process control and product release process, including principles of segregation for allergens and organic products	X		
K11	Principles and application of ingredients and finished product traceability	X		
K12	The impact of consumer trends and requirements on the baking industry and how they affect your own business, including gluten free and nutritional information	X		
K13	How to identify and utilise appropriate quality assurance monitoring processes within your business		X	
K14	How to collate, analyse and apply data effectively	X	X	
K15	Purpose and requirements of ingredient specifications	X		

K16	The importance of innovation and new/existing Product Development (NPD/EPD) and how the system operates within your organisation	X		X
K17	How to develop effective relationships in the workplace and lead others	X		
K18	The principles of Continuous Improvement (C.I.) and how to apply them in your organisation	X	X	
K19	The importance of asset care and scheduled routine maintenance	X	X	
K20	The value and benefits of internal and external audits and how they apply to your organisation		X	
K21	Equipment, machinery and process limitations / capabilities within your organisation		X	
K22	Advanced understanding of root cause analysis	X		
K23	Understanding of Hazard Analysis and Critical Control Points (HACCP)/food safety/health and safety at Level 3 and how to use quality management systems in bakery effectively	X		
K24	Understanding of environmental and waste management systems/requirements in bakery and how to minimise waste in your operation		X	

Skills

		K	O	P
S1	Advanced practical baking skills, including mixing, decorative moulding and finished product decoration			X
S2	The ability to mix doughs, using sourdoughs, sponges, and enzymes			X
S3	Formulating a recipe from scratch and how to enhance it			X
S4	The ability to demonstrate a range of techniques including long-ferment, enriched dough, lamination, yeasted and non-yeasted, bread doughs, biscuit doughs, products with inclusions and batters			X
S5	Team working skills including listening, negotiation and planning		X	
S6	Demonstration of compliance with relevant food safety and health & safety legislation		X	
S7	Conduct and/or contribute to a risk assessment in accordance with your bakery practices		X	
S8	Be able to collate and interpret product and process data and support the application of any changes required		X	
S9	Analysis and reporting of appropriate product and process data within area of responsibility		X	
S10	Demonstrate awareness of techniques to manage production problems within the bakery environment		X	
S11	Contribute to Continuous Improvement (CI) activities in accordance with your organisation's practices		X	
S12	Contribute to a variety of internal and external audits in line with organisational procedures		X	

S13	Sampling and testing of products for quality monitoring purposes on bread and/or confectionery products, including sensory analysis		X	X
S14	Work in accordance with internal quality assurance procedures		X	
S15	Actively participate in new/existing bakery product development			X
S16	Demonstrate asset care within your organisation		X	
S17	Adherence to Standard Operating Procedures to ensure best practice		X	

Behaviours

		K	O	P
B1	Safe working: ensures safety of self and others, food safe, challenges safety issues		X	
B2	Ownership of work: accepts responsibility, is proactive, plans work		X	
B3	Pride in work: aims for excellence, time management		X	
B4	Self-development: proposes objectives to support the business, seeks learning, drives the development of self and others			X
B5	Integrity and respect: respect for others, adapts style where appropriate		X	
B6	Instinctive team working: builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example		X	
B7	Problem solving: works to identify and ensure root causes are resolved, demonstrating a tenacious approach		X	
B8	Responsiveness to change: flexibility to changing working environment and demands		X	
B9	Company/industry perspective: desire to learn about the company and food industry, acts as an ambassador			X
B10	Effective communicator at all levels		X	
B11	Demonstrates and encourages curiosity to foster new ways of thinking and working			X
B12	Acts in alignment with the business vision and values		X	

Annex B. Successful Grading Matrix Advanced Baker

Knowledge Test	Observation	Project and presentation	Overall Grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Pass
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Pass
Merit	Pass	Distinction	Pass
Distinction	Pass	Merit	Pass
Distinction	Pass	Distinction	Pass
Pass	Merit	Pass	Pass
Merit	Merit	Pass	Merit
Pass	Merit	Merit	Merit
Merit	Merit	Merit	Merit
Merit	Merit	Distinction	Merit
Distinction	Merit	Merit	Merit
Distinction	Merit	Distinction	Merit
Pass	Merit	Distinction	Merit
Distinction	Merit	Pass	Merit
Pass	Distinction	Pass	Pass
Merit	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Merit	Distinction	Merit	Merit
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Merit	Distinction
Merit	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

Annex C. Observation Grading Criteria & Marks

Knowledge, skill and behaviour statements assessed through the observation are shown in column A.

Pass criteria and marks are shown in column B.

Distinction criteria and marks are shown in column C.

All the pass criteria must be demonstrated in order to pass this assessment method and in doing so the apprentice will gain 50 marks.

Where one or more pass criteria are not demonstrated the apprentice will fail this component.

A maximum of 50 additional distinction marks can be awarded, if all the pass criteria have been demonstrated; whole marks must be awarded as indicated in brackets.

Distinction marks awarded will determine whether a merit or distinction is achieved for this component as follows:

Fail	Pass	Merit	Distinction
0-49	50-70	71-85	86-100

Column A: Standard Statement	Column B: Pass criteria and marks awarded	Column C: Distinction criteria and marks awarded
Demonstration of compliance with relevant food safety and health & safety legislation (S6) Safe working: ensures safety of self and others, food safe, challenges safety issues (B1)	Works in a way that ensures health & safety of self and others, including personal hygiene: washes hands, has correct uniform including hair net/beard snood, no jewellery, covered visible body piercings, no strong perfume/aftershave, no nail polish (5)	Gives two examples of possible non-compliance and its impact (3) Demonstrates or explains how they promote environmental and waste management systems/requirements to colleagues (2)

<p>Equipment, machinery and process limitations/capabilities within your organisation (K21)</p> <p>Understanding of environmental and waste management systems/requirements in bakery and how to minimise waste in your operation (K24)</p>	<p>Challenges safety issues where they arise or explains the appropriate action for safety issues when questioned (1)</p> <p>Demonstrates or explains how to deal with waste products and the importance of recycling within their working area (2)</p>	<p>Demonstrates or explains how to identify and communicate potential safety, health, hygiene or other risks (2)</p> <p>Demonstrates or explains how they support others to understand and follow correct safety procedures (1)</p>
<p>Team working skills including listening, negotiation and planning (S5)</p> <p>Instinctive team working: builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example (B6)</p>	<p>Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately (2)</p>	<p>Contributes to and willing to lead team based discussions/problem solving (2)</p>
<p>Integrity and respect: respect for others, adapts style where appropriate (B5)</p> <p>Effective communicator at all levels (B10)</p>	<p>Shows respect for others, adapts communication style for audience (2)</p>	<p>Actively encourages others to respect the values of others or explains how they would do this when questioned (2)</p>
<p>Analysis and reporting of appropriate product and process data within area of responsibility (S9)</p>	<p>Conducts analysis and reporting of product and process data within area of responsibility in accordance with company procedures (4)</p>	<p>Demonstrates or explains how they use data to optimise the product or process (4)</p>

<p>Be able to collate and interpret product and process data and support the application of any changes required (S8)</p> <p>How to collate, analyse and apply data effectively (K14)</p>		
<p>Demonstrate awareness of techniques to manage production problems within the bakery environment (S10)</p> <p>Problem solving: works to identify and ensure root causes are resolved, demonstrating a tenacious approach (B7)</p>	<p>Manages production problems within the bakery environment where they arise or explains techniques e.g. selecting equipment to be used in production; planning and controlling production methods to be used (3)</p> <p>Demonstrates application or understanding of root cause analysis and how to apply it (3)</p>	<p>Applies techniques to manage production problems within the bakery environment and communicates production problems to line management (3)</p> <p>Demonstrates or explains an holistic and preventative approach to problem solving (3)</p>
<p>Sampling of products for quality monitoring purposes (S13)</p>	<p>Samples a product for quality monitoring purposes and identifies faults or explains possible faults that could arise (5)</p>	<p>Offers appropriate solutions to identified faults following product sampling (5)</p>
<p>Work in accordance with internal quality assurance procedures (S14)</p> <p>How to identify and utilise appropriate quality assurance monitoring processes within your business (K13)</p>	<p>Works in accordance with internal quality assurance procedures (3)</p> <p>Identifies and uses critical control points to monitor product/process quality (2)</p>	<p>Recommends corrective actions to deal with quality assurance non-conformance to limit adverse effects (3)</p> <p>Makes suggestions for improvements to quality assurance processes within the organisation (2)</p>
<p>Adherence to Standard Operating Procedures to ensure best practice (S17)</p>	<p>Adheres to Standard Operating Procedures to ensure best practice (2)</p>	<p>Recommends evidence based improvements to Standard Operating Procedures (2)</p>

Acts in alignment with the business vision and values (B12)	Explains company vision and values and gives example of how this impacts on the way they work (3)	Ensures policies and procedures complement the business vision and values (3)
Ownership of work: accepts responsibility, is proactive, plans work (B2) Pride in work: aims for excellence, time management (B3) Responsiveness to change: flexibility to changing working environment and demands (B8)	Completes work without instruction, plans work to ensure tasks are completed within set timescale, demonstrates flexibility to changing working environment and demands (5)	Takes a detailed approach to planning work(2) Actively reviews performance with a critical eye and looks for ways to maximise efficiency (3)
Conduct and/or contribute to a risk assessment in accordance with your bakery practices (S7)	Accurately assesses risks and plans action to manage risk (2)	Demonstrates implementing effective risk management controls and communicating the results (2)
Contribute to Continuous Improvement (CI) activities in accordance with your organisation's practices (S11) The principles of Continuous Improvement (C.I.) and how to apply them in your organisation (K18)	Demonstrates an understanding of CI techniques with modest impact and few identified improvements for the workplace and demonstrates how CI practices can be embedded in the workplace (2)	Demonstrates understanding of CI activities with extensive and far reaching outcomes demonstrating very significant impact and well thought out identified improvements (2)
Contribute to a variety of internal and external audits in line with organisational procedures (S12)	Provides evidence of having contributed to internal and external audits in line with organisational procedures and demonstrates an	Makes positive suggestions for improvements; demonstrates personal impact on quality for audit purposes (2)

The value and benefits of internal and external audits and how they apply to your organisation (K20)	understanding of the value and benefits of audits to the organisation (2)	
Demonstrate asset care within your organisation (S16) The importance of asset care and scheduled routine maintenance (K19)	Demonstrates or explains asset care and its importance within the organisation in accordance with company guidelines (2)	Demonstrates a proactive approach to asset care; identifies and anticipates problems before they arise (2)

Annex 3. Project and Presentation Grading Criteria & Marks

Knowledge, skill and behaviour statements assessed through the project and presentation are shown in column A.

Pass criteria and marks are shown in column B.

Distinction criteria and marks are shown in column C.

All the pass criteria must be demonstrated in order to pass this assessment method and in doing so the apprentice will gain 35 marks.

Where one or more pass criteria are not demonstrated the apprentice will fail this component.

A maximum of 20 distinction marks can be awarded, if all the pass criteria have been demonstrated; whole marks must be awarded as indicated in brackets.

Distinction marks awarded will determine whether a merit or distinction is achieved for this component as follows:

Fail	Pass	Merit	Distinction
0-34	35-42	43-50	51-55

Column A: Standard Statement	Column B: Pass criteria and marks awarded	Column C: Distinction criteria and marks awarded
Advanced practical baking skills, including mixing, decorative moulding and finished product decoration (S1)	<p>Product presented demonstrates:</p> <p>Mixing - requires the application of mixing process (2)</p> <p>Decorative moulding - skill in hand moulding decorative dough or batter shapes (1)</p> <p>Finished product decoration - advanced decorating techniques, such as detailed design and decorative shaping; demonstrates correct method of use for different types of finishing materials (2)</p>	
<p>Formulating a recipe from scratch and demonstrate how to enhance it (S3)</p> <p>Advanced recipe formulation, including recipe balance and ingredient substitution (K6)</p>	<p>Uses baker's percentages and metric measurements to formulate a recipe from scratch (1)</p> <p>Demonstrates appropriate selection of ingredients to enhance a recipe according to desired effect, e.g. longer shelf life, different flavour; balances recipes and substitutes ingredients (4)</p>	<p>Demonstrates ability to formulate complex recipes, including the incorporation of multistep processes (1)</p> <p>Demonstrates understanding of ingredient function by appropriate substitutions, e.g. selection of correct type of sugar; balances recipes in a way which demonstrates an understanding of the impact on finished product quality and shelf life (4)</p>

Testing of products for quality monitoring purposes on bread and/or confectionery products (S13)	Provides evidence of testing and why that method was used (2)	Demonstrates statistical analysis of results and appropriate interpretation (2)
Actively participate in new/existing bakery product development (S15) The product development process from concept to launch (K9) The importance of innovation and new/existing Product Development (NPD/EPD) and how the system operates within your organisation (K16)	Presentation highlights an understanding of the importance of new/existing product development and how it operates within their organisation (2)	Presentation introduces own ideas into the new/existing product development; evidence of taking the lead; using appropriate ingredients (for example non-allergic) for environment (1) Demonstrates an understanding of food/labelling regulations and the impact of the new/existing product on production; provides evidence of costing implications (1)
The ability to mix doughs, using sours, sponges, and enzymes (S2)	Demonstrates different mixing techniques for different products (2) Uses sours, sponges and improvers appropriately (1)	Demonstrates appropriate mixing techniques when using improvers (2) Calculates recipes to incorporate sours/sponges/improvers (1)

<p>The ability to demonstrate a range of techniques including long-ferment, enriched dough, lamination, yeasted and non-yeasted, bread doughs, biscuit doughs, products with inclusions and batters (S4)</p> <p>Suggestions for products to demonstrate during presentation: Retarded bread or rolls (e.g. Scotch rolls); Ciabatta (with and without inclusions, e.g. olives) Focaccia, rye bread, Brioche, Danish pastries, Soda bread, scones, shortbread biscuits, ginger snaps, brandy snaps, Viennese biscuits; Langue de Chat, ice cream wafers, pancakes/pikelets, crumpets, chocolate chip cookies; Kuglhopf, Panetonne</p> <p>Advanced understanding of baking techniques, methods and processes used within the baking industry (K1)</p>	<p>Portfolio contains evidence of demonstrating the different techniques relevant to the project (5)</p> <p>Explains the advanced baking techniques, methods and processes within the baking industry (5)</p>	
<p>Carry out sensory analysis (S13)</p>	<p>Provides evidence of carrying out sensory analysis (2)</p>	<p>Demonstrates selection and organisation of appropriate sensory analysis techniques/panels (2)</p>

Company/industry perspective: desire to learn about the company and food industry, acts as an ambassador (B9)	Demonstrates knowledge of company and food industry, acts as an ambassador by explaining what their job involves; the skills they use and those required by employers. They can also highlight innovation and new developments (2)	Proactively seeks to improve understanding of the company and wider food industry (2)
Demonstrates and encourages curiosity to foster new ways of thinking and working (B11)	Demonstrates flexibility to changing working environment and demands (2)	Seeks to understand the reasons behind changes; constructively questions and challenges change; sets a positive example for others about change (2)
Self-development: proposes objectives to support the business, seeks learning, drives the development of self and others (B4)	Seeks learning and development opportunities (2)	Takes ownership for learning and practising new skills/ techniques/tools; constantly seeks to improve own understanding and learn from others; shares knowledge and experiences with others (2)