

# FDQ External Quality Assurance Report



# FDQ External Quality Assurance Report

## Activity information

Centre name: National Food and Drink Training  
 Main contact: Scott Anderson  
 Activity date: 05/12/2019  
 EQAC: Samantha Francis  
 Previous activity date: 05/12/2019  
 Next activity date: 05/12/2019

## Staff involved in this activity

| Name        | Role     | Email | Coordinator | Advisory | Exam QA | Qualification QA | Quality Systems |
|-------------|----------|-------|-------------|----------|---------|------------------|-----------------|
| Louise West | Assessor |       |             |          |         | o                |                 |

## Changes and deviations

Summary of changes. Changes in centre partnership/contracting arrangements, staff, physical resources and satellites since last external quality assurance activity

No Changes since the last visit

Is there any deviation from agreed EQA plan? Y/N. If yes provide comment

Portfolio unavailable due to learner having left training - Anit Chintu 1499094

## Outstanding actions

No actions

## Section 4: Qualification Quality Assurance

| No. | Question  | Met | Comment   |
|-----|---|-----|---|
| 1   | There is active management support for the provision  | Y   | There is effective management support for the provision   |
| 2   | Partnership or sub-contracted relationships have clear roles and responsibilities, and work effectively   | Y   | The normal issues are discussed with particular links where required and no problems have arisen  |
| 3   | The single point of centre accountability for QA communicates effectively with all staff  | Y   | Centre contact communicates effectively with centre staff   |
| 4   | All learners have access to the centre's complaints and appeals procedure, and health and safety policy   | Y   | Access is given during induction via the assessor and Health and Safety company policies follow, Matrix standard for 7 years  |
| 5   | All learners have access to the centre's equality, diversity and safeguarding policies  | Y   | The same as above, this is covered during induction in the apprenticeship programme   |
| 6   | There is appropriate staff development for all assessors, IQAs and training support personnel   | Y   | Professional development plans are completed yearly where individual training for assessors is planned for. This will cover compliance and competences and updated information documented |
| 7   | Sufficient resources are in place to provide qualifications   | Y   | Satellite sites are sufficient and appropriate for training and assessment activity to take place   |
| 8   | Learner records for assessment are: accurate, authentic, up to date, stored securely in line with requirements and made available for external QA   | Y   | Assessment records are available and the assessor monitor when portfolios are kept on site  |
| 9   | Learner induction is effective in ensuring that the identity and authenticity of learners is genuine and that learners understand their qualification(s), assessment requirements and opportunities to optimise achievement | Y   | Induction is effective and the process is the same across the centre  |
| 10  | Unique Learner Numbers are obtained/recorded for learners in receipt of public funding for training leading to an FDQ qualification   | Y   | Yes, linked to sites in the UK  |
| 11  | The centre uses recognition of prior learning/prior achievement, and identifies/uses proxies and exemptions effectively where these are relevant  | Y   | An APL policy is in place and assessors check prior achievement prior to training. Full training matrix is available to the centre from the company's involved                            |

|    |   |     |  |
|----|---|-----|--|
| 12 | The centre supports all learners effectively, including those who have particular learning and development needs, and those eligible for reasonable adjustments/ special considerations | Y   | Support for learners is in various forms, scheduled visits, advisor visits, on-line academy and one to one support from assessors Each learner completes an LS1 which allows for full support from the college.<br>In addition there are in post to organisations that can help, ESOL,BFWU |
| 13 | Assessors and IQAs are competent to provide qualifications they are assigned to, in accordance with qualification requirements  | Y   | Fully competent and CPD records available  |
| 14 | There is an up to date and risk-based internal quality assurance sampling plan for active qualifications  | Y   | IQA matrix is in place however more information to be logged in relation to practical and product sampling   |
| 15 | Observation of assessor practice and feedback is effective in supporting assessors, identifying training needs and improving practice   | P   | Evident of good written feedback seen from one IQA/ centre contact via the documents emailed across. Specific feedback to be developed further in relation to the feedback seen for the portfolios sampled as discussed previously   |
| 16 | Learner assessment plans, records and feedback are sampled to support improvement in assessment practice  | P   | As above, assessor feedback records to be documented identifying positive feedback and areas of improvement as discussed   |
| 17 | Learner progress/tracking records are effective in supporting learner progress  | Y   | IQA matrix identified units completed and tracking of the learners   |
| 18 | Internal quality assurance occurs throughout the assessment process   | Y   | Documented and recorded via the IQA matrix   |
| 19 | All records of IQA activity are available and up to date  | Y   | Documented available and evident via the information emailed across from the centre contact  |
| 20 | IQA(s) carry out standardisation effectively and ensure assessors have a common interpretation of the required assessment standards and practice  | Y   | Standardisation meetings in place where areas identified from both EQA and team meetings are addressed   |
| 21 | Assessors are well monitored and supported by IQAs, and there is evidence of effective communication/meetings   | Y   | Support is evident through the centre contact and IQA  |
| 22 | Trainee IQA and/or assessor decisions are checked, authenticated and countersigned by an approved person  | N/A | N/A  |
| 23 | Assessors have provided sufficient evidence to demonstrate that learners have been assessed according to qualification requirements   | P   | Further detailed evidence to be presented to ensure all assessment criteria has been met and referenced accordingly as discussed   |

|    |   |     |   |
|----|---|-----|---|
| 24 | Assessments are adequately planned and prepared, and learners receive assessment feedback that supports progression | P   | Planning of assessments is evident. Assessment feedback to be more constructive and detailed to the specific areas of improvement required following the assessment criteria as discussed |
| 25 | Assessors and learners have confirmed and recorded authenticity of assessment and records                           | Y   | This is on-going and to be completed upon the completion of units   |
| 26 | Internal complaints have been handled fairly and recorded, and these have been fairly judged and resolved           | N/A | None, however there are policies and procedures in place  |
| 27 | Internal appeals have been handled fairly and recorded, and these have been fairly judged and resolved              | N/A | None, however there are policies and procedures in place  |
| 28 | The evidence supporting internal and external claims for reasonable adjustments are sound                           | N/A | None, however there are policies and procedures in place  |
| 29 | The centre has made a valid claim for special consideration on behalf of a learner                                  | N/A | None, however there are policies and procedures in place  |
| 30 | The centre has correctly appealed a decision to FDQ on behalf of the centre or learner(s)                           | N/A | None, however there are policies and procedures in place  |

## Section 4b: Interviews with learners

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|               |  |
|---------------|--|
| Learner ID    | 135397   |
| Learner       | Steven Masterman   |
| Qualification | 603/2879/4 FDO Level 2 Diploma in Bakery   |
| Comment       | <p>Stephen is happy within his working environment and with the training he is receiving. He feels the assessor to be very supportive and has given advice and guidance when needed.</p> <p>A good range of products have been completed over time and training for the qualification has been very suitable and appropriate.</p> <p>A good understanding of how the qualification links with the tasks and role within the working environment is evident and a good understanding of the appeals and assessment procedures.</p> <p>Future qualifications may be a thought however at present concentration is for the Level 2 Bakery</p> |

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|               |  |
|---------------|--|
| Learner ID    | 142330   |
| Learner       | Callum Graham-Hoy  |
| Qualification | 501/0689/2 FDO Level 2 Certificate for Proficiency in Baking Industry Skills |
| Comment       | N/A  |

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|               |  |
|---------------|--|
| Learner ID    | 143026                                   |
| Learner       | Lorne Parkin                             |
| Qualification | 603/2879/4 FDO Level 2 Diploma in Bakery |
| Comment       | N/A                                      |

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|               |   |
|---------------|---|
| Learner ID    | 151560  |
| Learner       | Elliott Joseph  |
| Qualification | 603/2118/0 FDO Level 2 Diploma in Food and Drink Operations |
| Comment       | N/A   |

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## Section 4.c: Observation of assessment/internal quality assurance practice

|  |  |
|--|--|
| Learner ID   | 135397   |
| Learner  | Steven Masterman   |
| Qualification  | 603/2879/4 FDO Level 2 Diploma in Bakery   |
| Learning start date  | 27/02/2018   |
| Assessor   | Louise West  |
| IQA  |  |
| Location   | Simmons Bakery<br>Hatfield, Hertfordshire  |
| Activity   | Practical observation - preparation of croissants  |
| Units  | M/616/8424, Produce fermented and enriched doughs<br>Croissants  |
| Observation of learner's skills by assessor  | Yes  |
| Oral questioning of learner by assessor  | Yes  |
| Written responses/ answers recorded by learner/assessor  | No   |
| Assessment planning with learner   | No   |
| Assessor making and recording assessment decisions   | No   |
| Assessment feedback to learner   | Yes  |
| Observation of assessor by IQA   | No   |
| IQA feedback to assessor   | No   |
| IQA review of portfolios   | No   |
| Other activity please specify: e.g. standardisation, training, development, testimony writing, portfolio review with learner |  |
| EQAC judgements on observed assessment/IQA practice and activity   | <p>No IQA activity took place at this time.</p> <p>The practical assessment sampled and observed was a refresher activity on croissants covering and demonstrating a simulation of a post actual assessment of the learner that had taken place. The area for the assessment was sufficient and appropriate and sufficient for the activity to take place.</p> <p>Good dialogue was demonstrated between the assessor and the learner where the observation commenced with the assessor detailing the aim and outcomes of the activity giving detail of the actual task to be completed. The assessor engaged with the learner who demonstrated the practical skills in stages showing a step by step approach using the correct and appropriate equipment within the bakery setting.</p> <p>Mutual respect was shown between the assessor and the learner where the activity was conducted in a professional manner demonstrating a high level of skill, expertise and understanding</p> <p>The assessment activity detailed the specific task where the learner showed and demonstrated sufficient knowledge and understanding. The learner engaged and reacted well to the assessor question and answer techniques where effective assessment was evident</p> |

|   |   |
|---|---|
| Learner ID  | 142330  |
| Learner   | Callum Graham-Hoy   |
| Qualification   | 501/0689/2 FDO Level 2 Certificate for Proficiency in Baking Industry Skills  |
| Learning start date                                     | 08/10/2018  |
| Assessor  | Henry Jefferies   |
| IQA   | Scott Anderson  |
| Location  |   |
| Activity  | Portfolio sample only   |
| Units   | M/616/8424, Produce fermented and enriched doughs<br>H/616/8422, Understand how to carry out innovation and new product development in bakery |
| Observation of learner's skills by assessor             | No  |
| Oral questioning of learner by assessor                 | No  |
| Written responses/ answers recorded by learner/assessor | No  |
| Assessment planning with learner                        | No  |
| Assessor making and recording assessment decisions      | No  |
| Assessment feedback to learner                          | No  |
| Observation of assessor by IQA                          | No  |
| IQA feedback to assessor                                | No  |

|  |                         |
|--|-------------------------|
| IQA review of portfolios   | No                      |
| Other activity please specify:<br>e.g. standardisation, training,<br>development, testimony<br>writing, portfolio review with<br>learner |                         |
| EQAC judgements on observed<br>assessment/IQA practice and<br>activity   | Portfolio sampling only |

|  |  |
|--|--|
| Learner ID   | 143026   |
| Learner  | Lorne Parkin   |
| Qualification  | 603/2879/4 FDQ Level 2 Diploma in Bakery   |
| Learning start date  | 23/10/2019   |
| Assessor   | Phil Tune  |
| IQA  |  |
| Location   |  |
| Activity   | Portfolio sampling only  |
| Units  | D/616/8418, Principles of bakey<br>D/616/8421, Maintain quality and solve problems in bakery |
| Observation of learner's skills<br>by assessor             | No   |
| Oral questioning of learner by<br>assessor                 | No   |
| Written responses/ answers<br>recorded by learner/assessor | No   |
| Assessment planning with<br>learner                        | No   |
| Assessor making and recording<br>assessment decisions      | No   |
| Assessment feedback to<br>learner                          | No   |
| Observation of assessor by IQA                             | No   |
| IQA feedback to assessor                                   | No   |
| IQA review of portfolios                                   | No   |

|  |                         |
|--|-------------------------|
| Other activity please specify:<br>e.g. standardisation, training,<br>development, testimony<br>writing, portfolio review with<br>learner |                         |
| EQAC judgements on observed<br>assessment/IQA practice and<br>activity   | Portfolio sampling only |

|  |   |
|--|---|
| Learner ID   | 149094  |
| Learner  | Anit Chintu   |
| Qualification  | 603/2118/0 FDQ Level 2 Diploma in Food and Drink Operations |
| Learning start date  | 00:00:00  |
| Assessor   |   |
| IQA  |   |
| Location   |   |
| Activity   |   |
| Units  |   |
| Observation of learner's skills<br>by assessor             | No  |
| Oral questioning of learner by<br>assessor                 | No  |
| Written responses/ answers<br>recorded by learner/assessor | No  |
| Assessment planning with<br>learner                        | No  |
| Assessor making and recording<br>assessment decisions      | No  |
| Assessment feedback to<br>learner                          | No  |
| Observation of assessor by IQA                             | No  |
| IQA feedback to assessor                                   | No  |
| IQA review of portfolios                                   | No  |

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Other activity please specify:  
e.g. standardisation, training,  
development, testimony  
writing, portfolio review with  
learner

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EQAC judgements on observed  
assessment/IQA practice and  
activity

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|                     |   |
|---------------------|---|
| Learner ID          | 151560  |
| Learner             | Elliott Joseph  |
| Qualification       | 603/2118/0 FDQ Level 2 Diploma in Food and Drink Operations |
| Learning start date | 30/07/2019  |

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Assessor

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IQA

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Location

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Activity Portfolio sampling only

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Units Y/616/0317, Principles of Manufacturing practice in the food and drink industry

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Observation of learner's skills  
by assessor No

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Oral questioning of learner by  
assessor No

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Written responses/ answers  
recorded by learner/assessor No

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Assessment planning with  
learner No

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Assessor making and recording  
assessment decisions No

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Assessment feedback to  
learner No

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Observation of assessor by IQA No

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IQA feedback to assessor No

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IQA review of portfolios No

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Other activity please specify:  
e.g. standardisation, training,  
development, testimony  
writing, portfolio review with  
learner

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EQAC judgements on observed  
assessment/IQA practice and  
activity Portfolio sampling only

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## Section 4e: Learner assessment/portfolio sampling

|   |  |
|---|--|
| Learner ID                              | 135397                                   |
| Learner                                 | Steven Masterman                         |
| Qualification                           | 603/2879/4 FDQ Level 2 Diploma in Bakery |
| Registration Date                       | 27/02/2018 12:54:01                      |
| Learning start date                     | 27/02/2018                               |
| ULN                                     | 4047478538                               |
| Funded                                  | No                                       |
| Assessor                                | Louise West                              |
| Assessment date                         | 05/12/2019                               |
| Assessment Type                         | Skills assessment                        |
| IOA                                     | Scott Anderson                           |
| IOA sample dates                        |  |
| IOA interim/final                       |  |
| Agree with the assessment decision?     | Yes                                      |
| Agree with the IOA monitoring decision? | No                                       |
| Learner progress                        | 90                                       |
| Learner score                           | 0  |

|   |  |
|---|--|
| Learner ID                              | 142330   |
| Learner                                 | Callum Graham-Hoy  |
| Qualification                           | 501/0689/2 FDQ Level 2 Certificate for Proficiency in Baking Industry Skills |
| Registration Date                       | 08/10/2018 15:41:48  |
| Learning start date                     | 08/10/2018   |
| ULN                                     |  |
| Funded                                  | No   |
| Assessor                                | Henry Jefferies  |
| Assessment date                         | 15/08/2019   |
| Assessment Type                         | Exam   |
| IOA                                     | Scott Anderson   |
| IOA sample dates                        |  |
| IOA interim/final                       |  |
| Agree with the assessment decision?     | Yes  |
| Agree with the IOA monitoring decision? | Yes  |
| Learner progress                        | 90   |
| Learner score                           | 100  |

|   |  |
|---|--|
| Learner ID                              | 143026                                   |
| Learner                                 | Lorne Parkin                             |
| Qualification                           | 603/2879/4 FDQ Level 2 Diploma in Bakery |
| Registration Date                       | 23/10/2018 16:41:13                      |
| Learning start date                     | 23/10/2019                               |
| ULN                                     |  |
| Funded                                  | No                                       |
| Assessor                                | Phil Tune                                |
| Assessment date                         | 01/11/2019                               |
| Assessment Type                         | Underpinning knowledge                   |
| IOA                                     | Scott Anderson                           |
| IOA sample dates                        |  |
| IOA interim/final                       |  |
| Agree with the assessment decision?     | Yes                                      |
| Agree with the IOA monitoring decision? | Yes                                      |
| Learner progress                        | 90                                       |
| Learner score                           | 100                                      |

|   |   |
|---|---|
| Learner ID                              | 149094  |
| Learner                                 | Anit Chintu   |
| Qualification                           | 603/2118/0 FDQ Level 2 Diploma in Food and Drink Operations |
| Registration Date                       | 08/05/2019 13:52:33   |
| Learning start date                     | 00:00:00  |
| ULN                                     | 8268726929  |
| Funded                                  | No  |
| Assessor                                |   |
| Assessment date                         |   |
| Assessment Type                         |   |
| IOA                                     |   |
| IOA sample dates                        |   |
| IOA interim/final                       |   |
| Agree with the assessment decision?     | No  |
| Agree with the IOA monitoring decision? | No  |
| Learner progress                        | 0   |
| Learner score                           | 0   |

|   |   |
|---|---|
| Learner ID                              | 151560  |
| Learner                                 | Elliott Joseph  |
| Qualification                           | 603/2118/0 FDQ Level 2 Diploma in Food and Drink Operations |
| Registration Date                       | 30/07/2019 15:28:27   |
| Learning start date                     | 30/07/2019  |
| ULN                                     | 9112139148  |
| Funded                                  | No  |
| Assessor                                |   |
| Assessment date                         | 18/11/2019  |
| Assessment Type                         | Underpinning knowledge                                      |
| IOA                                     | Scott Anderson  |
| IOA sample dates                        |   |
| IOA interim/final                       |   |
| Agree with the assessment decision?     | Yes   |
| Agree with the IOA monitoring decision? | Yes   |
| Learner progress                        | 60  |
| Learner score                           | 0   |

## Section 6: Concluding the activity

### Section 6.a: Checklist

| No. | Question  | Met | Comment  |
|-----|---|-----|--|
| 1   | Centre has met the previous action plan in full   | P   | Developments of activity to be completed   |
| 2   | Relevant staff get FDO communications and actively use FDO handbooks  | Y   | Information disseminated accordingly to staff  |
| 3   | Centre maintains up to date information on the centre management system FDO Awards  | Y   | Timely up dates of learner withdrawals to be continued to be made on the system  |
| 4   | Equality of opportunity, diversity and safeguarding policy is applied effectively   | Y   | This is in place and evident through learner and company records   |
| 5   | Learners are supported effectively, including the use of reasonable adjustments/special considerations  | Y   | There is support in place where required and in addition, one to one support is also available via the centre assessor and company staff |
| 6   | Centre complaints and appeals policy is applied effectively   | Y   | There is a policy and procedures in place  |
| 7   | Centre resources are adequate in the provision of active qualifications   | Y   | There are adequate and sufficient resources presented at the satellite sites to support the assessment activity                          |
| 8   | Assessment standards and practice meet qualification requirements   | P   | Areas of assessor feed back to be improved upon and developed further as discussed   |
| 9   | Internal quality assurance standards and practice meet qualification requirements   | P   | Areas of internal verification feedback to be implemented and improved upon  |
| 10  | The qualifications sampled are fit-for-purpose, they meet the needs of users, and deliver their stated purpose/objective  | Y   | Centre agreed that the qualifications are fit-for-purpose  |
| 11  | The qualifications sampled provide a benefit to learners, with sufficient progression, promotion or employment opportunities  | Y   | Centre agreed that the qualifications provide benefit to learners  |
| 12  | Is there any learner demand for FDO qualification specifications to be provided in Welsh, or for FDO assessment material to be provided in Welsh or Irish (Gaeilge) | N/A | N/A at present   |

### Section 6.b: Additional centre comments and needs

The EQA visit was conducted at Simmons Bakery in Hertfordshire that offers a full range of products from various bread, patisserie items and confectionery products. The company has multiple sites where they supply to as well as offer an outside catering service and therefore is an ideal working environment for the learner to gain valuable and extensive experiences on various levels to cover the Bakery standard required

A full detailed tour of the operation and production areas of the bakery was given and all areas were open to inspection where on site team were exceptionally accommodating. The bakery site was extensively equipped with all the necessary utensils and equipment to enable the qualification to be delivered and assessed upon according to requirements meeting the set standards for the qualification.

The observation of assessment activity was conducted in the practical bakery environment where a refresher assessment was taking place for products such as croissants. The assessor demonstrated very good question and answer techniques allowing the learner to show the understanding of the product knowledge well in the area identified. Answers were clear and immediate with constructive feedback provided by the assessor. Also noted good practice in relation to learner receiving encouragement to reflect on prior knowledge, understanding and skills to expand on the details of answers given.

The skills of the preparation of the products was assessed appropriately and the assessor conducted the process in a professional manner displaying experience, knowledge and practice whilst supporting the learner with praise and encouragement.

Product evidence sampling also took place with the requested learner portfolios.

Some inconsistency was noted on learner question and answers for the knowledge units with areas of the practical units showing feedback provided for some and not all. This is also the case with the referencing of evidence and assessors must ensure that the relevant evidence is presented in line with the correct grading process for the qualification. Some improvements are necessary in relation to feedback and how it is presented with suggestions for greater constructive guidance and linking to specific assessment criteria to enable the correct grading to be documented reflecting the command words for the questions.

Similarly, for practically assessed units where a minimum of two assessments are required, it was suggested that assessment feedback should be developed as discussed. There was feedback recorded however it was limited and too generic not linking to the actual assessment criteria with no justifications reflecting the learner's individual skills, abilities or performance based on the assessments taking places. This is essential to assist learners with their development and progression.

Ensure no assessment and IQA activity takes place until learners are registered with the awarding body as discussed for all qualification.

On the appointed day, there was no active opportunity for internal verification to be sampled, however it was evident that IQA was frequent and in place. The IQA sampling materials were presented via email and through the We Transfer where the EQAC viewed and sampled at a later time as agreed.

As per the previous sampling plan, this was presented in the form of an IV matrix and containing the necessary details on the sampling that has taken place. Internal verification sampling is required at a minimum of 10% covering both product knowledge and practical observation, this to be made clear on the matrix as it only shows IV completed.

A future development would be for potential dates as well as the actual dates to be added for future IQA activity, dates may change however the centre would have evidenced and ensured that IQA activity has been planned for and this would be seen as good practice.

As previously discussed IQA assessor feedback to be improved with the recording of both positive feedback and areas of improvement to be documented, this to be implemented to ensure the standardisation of the process and development of assessor practices within the area

The key person responsible for liaising with assessors and IQA for quality assurance overall continues to be the centre contact. All assessors and IQA continue to liaise with each other and the centres regularly to support the assessment, IQA practices and the whole qualification / programme of study. Moving forward, any regular IQA / assessor meeting taking place to be recorded and documented as evidence of quality procedures. General and standardisation team meetings do take place four to five times per year, the agenda and team meetings were available via the email documentation

FDQAssure updates have taken place with partial details added for each learner and the satellite sites where they are situated. If this could be completed it would be seen as good practice and would give FDQ knowledge of the centres activities. Learner withdrawals to be completed in a timely

would give FDQ knowledge of the centres activities. Learner withdrawals to be completed in a timely manner and updated again to the FDQAssure system

## Section 6.c: Centre action plan

| Action  | By whom    | Risk rating  | Required by |
|---|------------|--------------|-------------|
| Further detailed evidence to be presented to ensure all assessment criteria has been met and referenced accordingly as discussed -<br><br>Improvement of assessor practice in respect of (i) consistent constructive assessment feedback to be detailed and recorded for both practical and theory bases assessments (ii) feedback to be specific to the assessment criteria being assessed against | Assessor/s | Double Amber | 31/01/2020  |
| Develop internal quality assurance practice in respect of (i) detailed assessor feedback to be evident and recorded covering both positive feedback and areas of improvement (ii) IQA for product knowledge and practical assessment sampling to be identified and recorded on the IV matrix (iii) future dates to be considered and recorded on IV matrix for planned IQA                          | IQA/s      | Double Amber | 31/01/2020  |

## QQR Rating

| Qualification  | Current Status | New Status   | Sampled/<br>Advised |
|--|----------------|--------------|---------------------|
| 500/6031/4 - FDQ Level 2 Award in Food Safety for Manufacturing                        | Amber          | Amber        | Not Sampled         |
| 500/8419/7 - FDQ Level 2 Award in Food Safety for Catering                             | Amber          | Amber        | Not Sampled         |
| 500/9392/7 - FDQ Level 2 Certificate for Proficiency in Food Manufacturing Excellence  | Amber          | Amber        | Not Sampled         |
| 501/0526/7 - FDQ Level 2 Certificate for Proficiency in Brewing Industry Skills        | Amber          | Amber        | Not Sampled         |
| 501/0689/2 - FDQ Level 2 Certificate for Proficiency in Baking Industry Skills         | Double Amber   | Double Amber | Sampled             |
| 501/1272/7 - FDQ Level 2 Diploma for Proficiency in Baking Industry Skills             | Amber          | Amber        | Not Sampled         |
| 501/1433/5 - FDQ Level 2 Diploma for Proficiency in Food Manufacturing Excellence      | Amber          | Amber        | Not Sampled         |
| 501/2344/0 - FDQ Level 3 Certificate for Proficiency in Food Manufacturing Excellence  | Double Amber   | Double Amber | Not Sampled         |
| 600/0443/5 - FDQ Level 2 Diploma for Proficiency in Food Industry Skills               | Amber          | Amber        | Not Sampled         |
| 600/0478/2 - FDQ Level 3 Certificate for Proficiency in Food Industry Skills           | Amber          | Amber        | Not Sampled         |
| 600/0479/4 - FDQ Level 3 Diploma for Proficiency in Food Industry Skills               | Amber          | Amber        | Not Sampled         |
| 600/0510/5 - FDQ Level 3 Diploma for Proficiency in Meat & Poultry Industry Skills     | Amber          | Amber        | Not Sampled         |
| 600/0512/9 - FDQ Level 3 Certificate for Proficiency in Meat & Poultry Industry Skills | Amber          | Amber        | Not Sampled         |
| 600/0514/2 - FDQ Level 3 Certificate for Proficiency in Baking Industry Skills         | Double Amber   | Double Amber | Not Sampled         |
| 600/0517/8 - FDQ Level 2 Certificate for Proficiency in Food Industry Skills           | Amber          | Amber        | Not Sampled         |
| 600/0518/X - FDQ Level 2 Certificate for Proficiency in Meat & Poultry Industry Skills | Amber          | Amber        | Not Sampled         |
| 600/0679/1 - FDQ Level 2 Diploma for Proficiency in Meat & Poultry Industry Skills     | Amber          | Amber        | Not Sampled         |
| 600/1158/0 - FDQ Level 2 Certificate for Proficiency in Dairy Industry Skills          | Amber          | Amber        | Not Sampled         |
| 600/4215/1 - FDQ Level 2 Award in Food Safety for Retail                               | Amber          | Amber        | Not Sampled         |
| 600/8897/7 - FDQ Level 2 Award in Health and Safety in the Food Supply Chain Business  | Amber          | Amber        | Not Sampled         |
| 601/0389/9 - FDQ Level 2 Award In Knife Skills for Food Processing                     | Amber          | Amber        | Not Sampled         |
| 603/2118/0 - FDQ Level 2 Diploma in Food and Drink Operations                          | Amber          | Double Amber | Sampled             |
| 603/2879/4 - FDQ Level 2 Diploma in Bakery   | Amber          | Double Amber | Sampled             |
| AAO/0001 - Level 2 EPA for Butcher ST0078  | Amber          | Amber        | Not Sampled         |
| AAO/0003 - Level 2 EPA for Food and Drink Process Operator ST0199                      | Amber          | Amber        | Not Sampled         |
| AAO/0005 - Level 2 EPA for Baker ST0191  | Amber          | Amber        | Not Sampled         |

## Centre Quality Rating (CQR)

|             |              |
|-------------|--------------|
| Current CQR | Double Amber |
| New CQR     | Double Amber |

## Declaration

FDQ accepts the EQAC recommendations in this report as the result of recent external quality assurance activity. The main findings and proposed actions in this report will have been shared with the centre during feedback on conclusion of the external quality assurance activity. On approval of this report by the FDQ representative below, the report is sent to the centre contact for acceptance.

## FDQ Approval

|               |   |
|---------------|---|
| Approval Date | 14/01/2020 18:00:47   |
| Approver      | Terry Fennell   |
| Position      | CEO   |
| Comment       | A satisfactory EQA visit and report that confirms centre assessment and IQA practice is in place and more than adheres to the required standard. Thanks to all at NFDI for continued good practice. |