



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.

# **Fishmonger Apprenticeship Standard Level 2**

## **End-Point Assessment Plan**

**February 2018**

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## **Fishmonger Apprenticeship Standard**

### **Introduction and Overview**

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

The fishmonger occupational standard details the knowledge, skills and behaviours (KSBs) expected of a competent fishmonger. Apprentices will typically spend 18-24 months working towards the occupational standard, with a minimum 20% off-the-job training.

The EPA should only start once the employer is satisfied that the gateway requirements for EPA have been met and can be evidenced to an EPAO; and that the apprentice is consistently working at or above the level set out in the occupational standard. Apprentices without English and maths at level 2 must achieve level 1 English and maths and take the tests for level 2 prior to taking their EPA.

The EPA must be completed over a maximum period of 12 weeks, after the EPA gateway.

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

EPA must be conducted by independent assessors from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship standard, as shown on the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

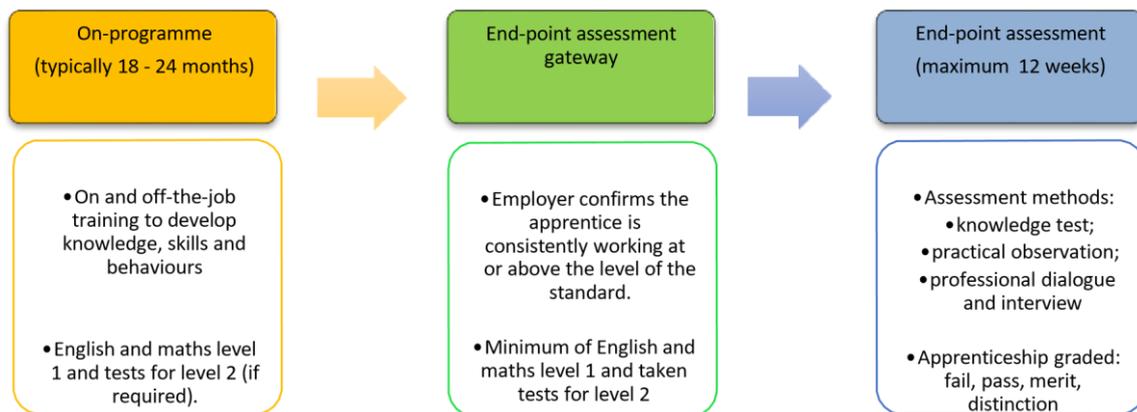
The EPA consists of 3 distinct assessment methods:

- A **knowledge test** answered through a combination of multiple-choice questions and extended answer questions.
- A **practical observation**.
- A **professional dialogue and interview**, which is undertaken after the other assessment methods have been successfully completed.

To achieve final certification, the apprentice must have achieved a minimum of a pass in each assessment method. A pass in the EPA will demonstrate that the apprentice can apply the KSBs required by the occupational standard. Apprentices achieving a merit or distinction will be demonstrating performance above the minimum requirements of the occupational standard.

## Summary of Apprenticeship

Diagram 1. Fishmonger apprenticeship journey



## End-point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Knowledge Test	The knowledge test will assess the knowledge statements within the standard.	EPAO	A minimum of a pass is required. Contributes 20% to final marks for the apprenticeship grading.
Practical Observation	Apprentices will be observed in the workplace being assessed against a range of KSBs.	EPAO	A minimum of a pass is required. Contributes 50% to final marks for the apprenticeship grading.
Professional Dialogue and Interview	The professional dialogue and interview is a structured discussion between the apprentice and an independent assessor assessing a range of KSBs.	EPAO	A minimum of a pass is required. Contributes 30% to final marks for the apprenticeship grading.

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## End-point Assessment Gateway

The EPA should only start once the employer is satisfied that requirements for EPA gateway have been met and can be evidenced to an EPAO; and 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).

Apprentices without Level 2 English and maths must achieve Level 1 English and maths and take the tests for Level 2 prior to taking their EPA. For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

## End-point Assessment

EPA must be completed over a maximum period of 12 weeks, after the EPA gateway. The EPA consists of 3 distinct assessment methods:

- A **knowledge test**, answered through a combination of multiple-choice questions and extended answer questions.
- A **practical observation**.
- A **professional dialogue and interview**, which is undertaken after the other assessment methods have been successfully completed.

Requirements for each assessment method are detailed below.

### Knowledge Test

The knowledge test should be taken as early as possible in the 12-week period of the EPA to allow for subsequent marking and if required a re-sit or re-take.

The knowledge test must assess apprentices against the occupational standard's knowledge as shown in annex 1.

The knowledge test must consist of 50 multiple-choice questions (MCQs) and 10 extended answer questions (EAQs).

Each MCQ must present the apprentice with 4 or more options, from which the apprentice must select one or multiple correct options. Each MCQ answered correctly must be assigned 2 marks, any incorrect or missing answers must be assigned 0 marks.

EAQs must be used to test more in-depth knowledge and must require apprentices to (for example) list, state, describe or provide other forms of responses. Each EAQ must be worth 10 marks in total and the allocation of marks within an EAQ must be clearly indicated.

Apprentices must have a maximum of 90 minutes to complete the knowledge test. The knowledge test will be closed book i.e. the apprentice can't refer to reference books or materials, except where provided by the EPAO as part of the knowledge test.

Knowledge tests can be either computer-based or a paper-based.

Knowledge tests must be conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment.

It may be conducted face-to-face or via an online platform. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an online option be used. For example, screen share and 360-degree camera function with an administrator/invigilator when taking the knowledge test on-line.

Knowledge tests must be administered by an independent assessor from an EPAO.

Knowledge tests must be monitored by an independent assessor or approved exam invigilator appointed by the EPAO. The maximum administrator/invigilator to apprentice ratio must be 1 to 15 if face-to-face; or 1 to 2 if remote.

Knowledge tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is permissible for responses to MCQs.

EPAOs must ensure the knowledge test is available for apprentices at the start of their 12-week EPA time period.

EPAOs must develop knowledge test questions, it is recommended they do so in consultation with industry representatives; where they do this they must put measures in place to ensure question security. EPAOs must develop and maintain a knowledge test question bank of sufficient size to prevent predictability and review them regularly 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.

200 marks are available for the knowledge test and the pass mark is 120/200. The knowledge test is not graded merit and distinction in its own right. The total marks gained from the knowledge test contribute 20% towards the EPA grade.

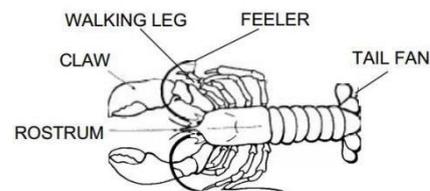
EPAOs must ensure that apprentices have a different mix of questions in the case of re-sits/re-takes.

Example multiple-choice questions;

- Q. Which of the following is the recommended maximum temperature for a fish storage chiller?  
 A.  $-18^{\circ}\text{C}$ , B.  $0^{\circ}\text{C}$ , C.  $+4^{\circ}\text{C}$ , D.  $+10^{\circ}\text{C}$
- Q. What is the most common method of fishing for mackerel?  
 A. Pelagic trawling B. Purse Seining, C. Beam Trawling, D. Gill netting
- Q. Which of the following seafood species is not usually considered to be kosher? A. Sea Bass, B. Sardines, C. Salmon, D. Swordfish

Example extended answer questions:

- Q. Using the diagram, identify the main features of a lobster by drawing lines between each marked feature and the appropriate descriptive text. (2 marks for each correct answer, maximum 10 marks)



- Q. List three types of towed fishing gear, and two types of static fishing gear used in the UK and in each case give the name of a fish or shellfish that can be caught by that gear. (1 mark for each correct answer - 5 fishing gears and 5 fish or shellfish, maximum 10 marks)

Beam trawl – plaice and other flatfish  
 Gillnet – seabass  
 Otter trawl – cod  
 Scallop dredge – king scallops  
 Longline – Haddock, cod, ling

The provision of additional examples or detail does not attract additional marks. There are other correct answers possible, and therefore extended answer questions must be marked by an independent assessor or other topic expert.

- Q. Describe the key differences between a filleting knife and a boning knife. List 5 other items of equipment commonly used by fishmongers to prepare fish and shellfish. (5 marks for part A, 1 mark each for up to 5 correct answers for Part B)

A filleting knife has a thinner and much more flexible blade than a boning knife. (2 marks). A boning knife is used for cutting through bones without losing its edge (1 mark) while a filleting knife is ideal for filleting and skinning (2 marks). A boning knife can be used for filleting as well as steaking small fish (1 mark) (max 5 marks).

Other fishmonger equipment includes steaking knife, fish scaler, scissors, oyster knife, steel, chantry, sharpening stone, gloves, apron, ( 1 mark each) (max 5 marks)

## Practical Observation

The apprentice must be observed by an independent assessor undertaking a variable range of fish and shellfish processing tasks: removal of fish scales, gutting, filleting, boning, pocketing, canoeing, skinning, dressing, shucking and portioning. The apprentice will also undertake other tasks: customer service, displaying fish and shellfish for retail sale.

The observation must include questioning to clarify knowledge and understanding being applied. Typical questions must be devised by the EPAO to explore apprentices' knowledge and understanding related to K5, K7, K8, K9, K10, K11, K12, K15, S1, S4 and B3 (as shown in annex 1).

Questions must be open questions and independent assessors may ask follow up supplementary questions as required to seek clarification. Supplementary questions will be devised by independent assessors as required.

See Annex 1 for KSBs that must be assessed by the practical observation.

The practical observation must take place in the apprentice's workplace or a simulated environment, when the opportunity to assess KSBs does not naturally occur. The amount of assessment time carried out in a simulated environment should not exceed 15% of the total time allowed for the practical observation.

The practical observation must:

- Reflect typical working conditions
- Allow the apprentice to demonstrate all aspects of the standard being assessed
- Take a synoptic approach to assessing the overall competence
- Be carried out on a one-to-one basis

The independent assessor must plan the practical observation in conjunction with the apprentice and their employer, taking account of workplace considerations.

The apprentice must be given 2-weeks' notice of the practical observation.

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In agreement with their independent assessor, the apprentice can collect supplementary evidence to demonstrate KSBs that cannot reasonably be assessed during the practical observation, due to a lack of availability of stock or other workplace constraints.

Supplementary evidence produced before the assessment gateway should be no older than 3 months at the time of assessment to ensure currency. Supplementary evidence produced prior to the practical observation must be assessed during the practical observation.

In the case of a re-sit/re-take that takes place during the initial maximum EPA period, supplementary evidence originally submitted and assessed as a pass or outstanding, need not be reassessed and the original assessment decision on that evidence will be retained. The apprentice can however choose to submit new (replacement) supplementary evidence with the agreement of their independent assessor.

In the case of a resit/retake outside of the original maximum EPA period, supplementary evidence must be current (see above) and will be assessed as part of the new practical observation.

Supplementary evidence may, for example, include video footage, photographic material or written statements. The amount of supplementary evidence used should be proportionate and must not exceed 6 pieces and in total require no more than 1 hour of assessment time. The time an independent assessor spends assessing supplementary evidence will contribute towards the total assessment time for the practical observation. EPAOs must issue clear guidance on how supplementary evidence is collected and presented to ensure consistency and fairness in assessments.

The practical observation may be covered in one or more sessions, lasting between 6½ and 8 hours in total, depending on the needs of the employer and practical observation opportunities.

During the practical 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 in a realistic work environment to achieve genuine and demanding work objectives.

The apprentice must be directly observed regarding hand preparation of fish knife skills, food safety, health and safety and customer service. Supplementary evidence cannot be presented for these KSBs.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the practical observation.

Independent assessors must allocate points using the grading criteria in Annex 2.

The practical observation must be awarded a maximum of 100 points. All the pass criteria must be met to gain a pass and merit/distinction points. The practical observation activity is not graded merit and distinction in its own right. The total points gained from the practical observation contribute 50% of the possible marks towards the total EPA grade.

The practical observation activity is not graded merit and distinction in its own right.

## **Professional Dialogue and Interview**

The professional dialogue and interview (PDI) is a structured one-to-one discussion between the apprentice and an independent assessor.

See annex 1 for KSBs that must be assessed by the professional dialogue and interview.

Apprentices can only undertake the professional dialogue and interview once a pass as a minimum has been achieved in each of the other two assessment methods.

The professional dialogue and interview must be appropriately structured to draw out the best of the apprentice's competence and excellence.

The professional dialogue and interview must be conducted in a 'controlled environment' i.e. a quiet room, free from distraction and influence, away from the apprentice's work station e.g. onsite office or offsite location.

The professional dialogue and interview must last between 40 and 45 minutes. Additional interview time may be granted for apprentices with appropriate needs, for example where translation or signing services are required.

Independent assessors must select questions from a bank of competency based questions to ensure a consistent approach is adopted, as well as ensuring all required areas of the standard are appropriately covered (see annex 1). Supplementary questions may be asked to elicit a more detailed response from the apprentice.

A structured brief and question bank must be developed by EPAOs. EPAOs must develop and maintain a question bank of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.

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

Independent assessors must be developed and trained in the conduct of professional discussions and reaching consistent judgement by their EPAO.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional dialogue and interview.

The professional dialogue and interview must be awarded a maximum of 60 points. All pass criteria must be met to gain a pass and merit/distinction points. The professional dialogue and interview is not graded merit and distinction in its own right.

The total points gained from the professional dialogue and interview must contribute 30% towards the total EPA grade.

Independent assessors must allocate points using the grading criteria in Annex 3.

Examples of PDI questions (with suggested mapping to the KSBs - as shown in annex 1):

- Please give an example of a time when you have handled a customer complaint. How did your solution comply with your company policies and procedures? (S9) (B3) (K10)
- Please explain how you manage your time to ensure you successfully complete your workplace responsibilities. (B7)
- Please explain the kind of learning and development opportunities available to support your career progression. (B5)
- Give an example of when you have worked effectively with others to achieve business objectives.(B7) (B11)
- Please describe in terms of Unique Selling Points (USPs) how the seafood retail sector competes with other food retail sectors, and how your business competes with other seafood retailers? (B10) (K13)
- Please describe how you (would) promote your business and the seafood retail sector in a positive manner. (B10)

The apprentice is allowed to bring written notes and/or evidence to the professional dialogue and interview, to use as aide memoires. Such notes/evidence will not be assessed by the independent assessor.

## End-point Assessment/Apprenticeship Grading

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

EPAOs must grade the EPA according to the requirements set out in this plan.

Restrictions on grading normally apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

Independent assessors must individually mark and award points for each of the 3 assessment methods.

A multiplication factor will be applied to the points from each EPA method reflecting its contribution to the overall EPA grade.

Assessment method	Total points	Proportion of Final Total Mark	Multiplication factor	Maximum total marks for EPA grade
Knowledge test	200	20%	1	200
Practical observation	100	50%	5	500
Professional dialogue and interview	60	30%	5	300
<b>Total Marks available for Grading</b>				<b>1000</b>

	Pass	Merit	Distinction	Total Marks available
Marks from knowledge test	120/200 marks to pass	Combined weighted mark	Combined Weighted mark	200
Marks from practical observation	all pass criteria achieved			500
Marks from professional dialogue & interview	all pass criteria achieved			300
Marks required for grade	Three passes	Three passes and 725 - 899 marks	Three passes and 900 - 1000 marks	1000

To achieve a pass, merit or distinction grade the apprentice **must achieve a minimum of a pass in each** assessment method.

In order to achieve a merit, the total weighted mark across the three assessment methods must be 725-899.

To achieve a distinction, the total weighted mark must be 900-1000.

The total marks for each apprentice is calculated by the EPAO using the points awarded for each of the three stages of EPA and the multiplication methodology shown above, and the appropriate apprenticeship grade awarded.

Any requirements for moderation, review or grade limitations must be applied before the final grade is awarded.

#### Example calculation

An apprentice:

- Scores 135/200 in their knowledge test
- in the practical observation all of the pass criteria were met, with many outstanding criteria achieved, resulting in a score of 85/100
- the apprentice also achieved all of the pass criteria for the professional interview and scored 46/60.

As all pass criteria have been met the apprentice has passed the EPA.

The grade of the award is calculated as follows:

- KT marks = 135
- PO marks =  $85 \times 5 = 425$
- PID marks =  $46 \times 5 = 230$
  
- Total marks = 790.

A final score of 790 marks is a Merit.

#### Re-sits/re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit/re-take. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

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 in full, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances only a pass or merit are available to apprentices who have re-taken or re-sat part of their EPA.

## End-point Assessment Organisations

EPA must be conducted by an independent assessor from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship, as shown on the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

Independent assessors must meet the following requirements:

Mandatory requirements:	Independent Assessors
Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest	√
Have significant relevant practical experience within the fishmongering industry, typically demonstrated by 5 or more years in a fishmongering role	√
Hold or be working towards Assessor Award (A1/A2/D32/D33/TAQA or equivalent qualification)	√
Hold a Food Safety Level 3 qualification	√
Hold a Hazard Analysis Critical Control Points (HACCP) Level 2 qualification	√
Hold a Health and Safety Level 2 qualification	√
Attend a minimum of 2 days EPAO standardisation sessions per year	√
Undertake a minimum of 2 days continuing professional development relating to fishmongering per year	√

Where an EPAO appoints administrators/invigilators/markers to administer/invigilate/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 such personnel. They must be trained in the task(s) by their EPAO and operate according to their guidance on the invigilation of exams.

EPAOs must employ internal quality assurance staff to verify independent assessor decisions. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

EPAOs must develop:

- A question bank for the knowledge test of sufficient size to mitigate predictability.
- A bank of competency based questions for the professional dialogue, of sufficient size to mitigate predictability.
- Documentation for recording assessment decisions.

## **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 must undertake internal quality assurance as follows:

- 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 .
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity. Moderation must be performed on a risk basis, i.e. new or poorly performing independent assessors must have every component of every assessment quality assured, but established, high performing independent assessors can be quality assured on a sampling basis, with at least one assessment component being subject to either desk based or live internal quality assurance activity.

## **External Quality Assurance**

External quality assurance for the fishmonger apprenticeship will be undertaken by Ofqual.

## Implementation

It is anticipated that there will be approximately 200 starts in year 1 and 200 starts per year thereafter.

The EPA will not represent more than 20% of the maximum funding band for this apprenticeship (£12,000) and may be less.

## Annex 1: Knowledge, skills and behaviours to be assessed by each assessment method

### Key

Knowledge Test (KT)

Practical Observation (PO)

Professional Dialogue and Interview (PDI)

Ref	Knowledge Statement	KT	PO	PDI
K1	The history and development of the fish and shellfish sector	☐☐		
K2	The range of commercially available fish and shellfish species, harvesting methods and fish stocks	☐☐		
K3	The fish and shellfish supply chain	☐☐		
K4	Seasonality and supply and the factors that impact on price and availability	☐☐		
K5	Safe handling and storage of fish and shellfish from receipt to sale, including opening and closing a fish display counter	☐☐	☐☐	
K6	The principles of product food safety	☐☐		
K7	Stock control, product pricing, traceability and quality assurance	☐☐	☐☐	
K8	Preparation of the different types of fish and shellfish for retail display and sale	☐☐	☐☐	
K9	The principles of displaying fish and shellfish for sale	☐☐	☐☐	
K10	Customer requirements, and how to meet their expectations; Complaints	☐☐	☐☐	☐☐
K11	The principles of selling fish and shellfish, profitability and how to maximise sales	☐☐	☐☐	
K12	How to process the sale of fish and shellfish including weighing, packing and labelling	☐☐	☐☐	
K13	The factors that impact on the commercial success of the business	☐☐		☐☐

K14	Basic cooking methods – recipes for a variety of fish and shellfish	□□		
K15	Health and safety within the working environment	□□	□□	

Ref	Skills Statement	KT	PO	PDI
S1	Adherence with safe handling and storage requirements from receipt to sale, including stock rotation, quality assessment, temperature control and monitoring and avoiding cross-contamination		□□	
S2	The ability to hand prepare fish including removing fish scales, gutting, filleting, boning, pocketing, canoeing and skinning		□□	
S3	The ability to hand prepare shellfish including dressing and shucking		□□	
S4	Display fish and shellfish for retail sale		□□	
S5	An ability to sell fish and shellfish by interpreting and satisfying customer needs, through upselling/link selling and promotions		□□	
S6	Process the sale of fish and shellfish, including portioning, preparing, weighing, packing, labelling and processing payments relevant to the business		□□	
S7	Use tools and equipment safely in the handling, preparation and sale of fish and shellfish		□□	
S8	Work safely and hygienically in the handling, preparation and sale of fish and shellfish		□□	
S9	Handle complaints and resolve problems appropriate to business policy and procedures			□□
S10	Communicate effectively with customers and colleagues		□□	

Ref	Behaviour Statement	KT	PO	PDI
B1	Safe Working: ensures safety of self and others, addresses safety issues and concerns		□□	
B2	Hygienic working: follows food safety procedures and policies, address food safety issues and concerns		□□	

B3	Ownership of work: accepts responsibility and is proactive		□□	□□
B4	Pride in work: integrity, aims for excellence, punctual and reliable		□□	
B5	Self-development: seeks learning and development opportunities			□□
B6	Integrity and respect: for all colleagues		□□	
B7	Working in a team: builds good relationships with others			□□
B8	Problem solving: identifies and participates in problem solving		□□	□□
B9	Responsiveness to change: flexibility to changing environment and demands			□□
B10	Company/industry perspective: desire to learn about own company and food industry, acts as an ambassador			□□
B11	Effective Communication: confident and professional engagement with others, listens effectively, receives feedback		□□	

**Annex 2: Grading criteria and marking scheme for practical observation** KSBs that must be assessed by the practical observation are shown in column A.

Apprentices must demonstrate all the pass criteria, as shown in column B, in order to pass the practical observation and in doing so will accrue 50% of the total points available.

Additional points must be awarded for outstanding performance, as shown in column C. Apprentices demonstrating all the outstanding performance will be awarded 100% of the points available.

Where a particular performance is judged as significantly better than meeting the pass criteria but not fully outstanding, the independent assessor may award partial whole points up to the maximum available for that criterion. Independent assessors must record the justification for the partial points awarded, which will be subject to moderation.

**Example A: Removal of fish scales**

- There is a maximum of 2 points available for this.
- If the apprentice demonstrates the pass criteria, they must be awarded 1 point.
- If in addition to the pass criteria the apprentice demonstrates the outstanding criteria they must be awarded 2 points.
- The independent assessor has no discretion; the apprentice's performance is either fail (0 points), pass (1 point) outstanding (2 points).

**Example B: Pocketing**

- There is a maximum of 6 points available for pocketing. Pocketing is an example of a complex procedure where candidate performance is more nuanced.
- If the apprentice demonstrates the pass criteria they will be awarded 3 points.
- If in addition to the pass criteria, the apprentice demonstrates in full the outstanding criteria, the independent assessor must award 6 points.
- However, if in addition to the pass criteria the apprentice partially achieves the outstanding criteria the independent assessor may award 4 or 5 points rather than the full 6 points. The awarding of 4 or 5 points would require a justification from the independent assessor as to why the candidates observed performance was better than the pass criteria but not fully outstanding.

Fail criteria are shown in column D. Apprentices who demonstrate any of the following fail criteria will fail the practical observation.

<p><b>Column A: KSBs to be assessed</b></p>	<p><b>Column B: Pass criteria</b> To pass, an apprentice must demonstrate all the pass criteria; points awarded per criteria are shown in brackets.</p>	<p><b>Column C: Outstanding performance criteria</b> Apprentices who have met the pass criteria can gain additional points by demonstrating outstanding criteria; points awarded per criteria are shown in brackets, partial whole points may be awarded.</p>	<p><b>Column D: Fail Criteria</b> Apprentices who demonstrate any of the following fail criteria will fail the practical observation.</p>
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<p>1. Adherence with:</p> <ul style="list-style-type: none"> <li>• safe handling and storage requirements from receipt to sale</li> <li>• stock rotation</li> <li>• quality assessment (QA)</li> <li>• temperature control and monitoring</li> <li>• avoiding cross-contamination</li> </ul> <p>KSBs: K5, K7, S1</p>	<p>(Total pass points = 7)</p> <p>Demonstrates knowledge of the chill chain by listing each significant stage between harvest and sale for at least two species of fish or shellfish available for sale. (2 points)</p> <p>Uses the principle of First in First Out (FIFO). (1 point)</p> <p>Uses physical quality assessment of fish criteria (eyes, gill, smell, blood, flesh, odour) to identify good and bad quality. (2 points)</p>	<p>(7 additional points available)</p> <p>Demonstrates an in depth knowledge of seafood supply chain and how products are maintained within the chill chain, by describing the handling and storage practices at each significant stage from landing to sale, for one species of fish and one species of shellfish available for sale. Understands when and how checks should be made. (2 points)</p> <p>Demonstrates an understanding of the impact of quality and shelf life on stock rotation. (1)</p>	<p>Move or handle fish or shellfish in a way that is unsafe or unhygienic as defined by business policies and procedures, and accepted industry good practice.</p> <p>Fails to maintain temperature control by icing or chilling fish correctly.</p>
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	<p>Maintains temperature control by icing and chilling fish correctly. (1 point)</p> <p>Washes hands and surfaces often, keeps work area and own person clean and tidy. (1 point)</p>	<p>When asked, uses quality assessment techniques such as the Torry scheme or quality index method to accurately assess the quality of fish. (1 point)</p> <p>Contributes towards HACCP documentation, recording information to ensure compliance. (1 point)</p> <p>When asked, identifies potential food safety risks. (1point) and work practices that control identified risks (1point)</p>	
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<p>2. The ability to hand prepare fish including;</p> <ul style="list-style-type: none"> <li>• removal of fish scales,</li> <li>• gutting (and gilling),</li> <li>• filleting <ul style="list-style-type: none"> <li>○ Single fillet</li> <li>○ Block fillet</li> <li>○ Cross or ¼ cut flatfish,</li> </ul> </li> <li>• boning,</li> <li>• pocketing,</li> <li>• canoeing,</li> <li>• skinning (a fillet)</li> </ul> <p>KSBS: K8, S2, B3, B4</p>	<p>(Total pass points = 18 points)</p> <p>Uses an appropriate tool to remove the majority of scales with minimal damage to skin or flesh. (1 point)</p> <p>Removes gut and gills from a selection of fish. (1 point)</p> <p>Produces a bone free fillet with some loss of yield or presentation. (2 points)</p> <p>Uses the technique required to block fillet round fish while taking time and with some loss of yield or presentation. (2 points)</p> <p>Produces bone free cross cut or quarter-cut flatfish fillets, with some loss of yield or presentation (3 points);</p> <p>Bone fish fillet with (J or V cut)</p>	<p>(18 additional points available)</p> <p>Use an appropriate tool to <b>quickly</b> remove all scales with no damage to the skin and flesh, exceeding published targets. (1 point)</p> <p><b>Efficiently</b> remove all gut and gills from a selection of fish, paying close attention to presentation and removing all the blood line/ kidney, exceeding published targets.(1 point)</p> <p>Describe the skeletal structure of round and flat fish. (1 point)</p> <p>Efficiently produce a series of fish products without any undue loss of yield or quality, exceeding published targets.</p> <p>The fish products are:</p> <ul style="list-style-type: none"> <li>• round fish fillets ( 1 point)</li> <li>• block fillet round fish (2 points);</li> <li>• cross cut or quarter-cut</li> </ul>	<p>Handles and processes fish in a way that is unsafe or unhygienic as defined by business policies and procedures, and accepted industry good practice.</p>
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	some loss of yield or presentation. (2 points)	flatfish fillets ( 3 points) <ul style="list-style-type: none"><li>• J or V cut fillets ( 2 points)</li></ul>	
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	<p>Understands how to pocket flat fish and carry out the technique taking time and with some loss of yield or presentation. (3 points)</p> <p>Understands how to canoe round fish and carry out the technique taking time and with some loss of yield or presentation. (3 points)</p> <p>Skin a fish fillet well, with minimal loss of yield or presentation (1 point).</p>	<ul style="list-style-type: none"> <li>☐ pocket flat fish, (pocket is deep and wide and there are no cuts through). (3 points)</li> <li>☐ canoe a round fish (removing all rib bones and pin bones) (3 points)</li> <li>☐ skin a variety of fish fillets using two or more techniques to maximise yield and presentation. (For example filleting a flat fish fillet leaving the frill attached for maximum yield or deep skinning a salmon fillet to leave the dark flesh on the skin for the catering trade). (1 point)</li> </ul>	
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<p>3. The ability to hand prepare shellfish including</p> <ul style="list-style-type: none"> <li>• dressing and</li> <li>• shucking</li> </ul> <p>KSBs: K8 S3, B3, B4</p>	<p>(Total pass points = 2 )</p> <p>Dresses cooked crustaceans such as crab and lobster safely; identifies the edible from the non-edible parts; separates the edible from the non-edible parts. (1 point)</p> <p>Safely shuck raw bivalve molluscs such as oysters or other bivalves. (1 point)</p>	<p>(2 additional points available)</p> <p>Efficiently dress cooked crustaceans such as crab <b>or</b> lobster safely with minimal loss of yield and to a high standard of presentation, exceeding agreed throughput targets. Lists the relevant food safety issues as well as the seasonal quality variations to be expected between male and female animals (1 point)</p> <p>Efficiently and safely shuck raw bivalve molluscs with minimal loss of yield and to a high standard of presentation. Identifies and separates the edible and the non-edible parts. Lists the relevant food safety issues as well as any seasonal quality variations to be expected. (1 point)</p>	<p>Handles and processes shellfish in a way that is unsafe or unhygienic as defined by business policies and procedures and accepted industry good practice.</p> <p>Unable to identify all of the inedible parts.</p> <p>Finished product contains inedible material.</p>
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<p>4. Display fish and shellfish for retail sale</p> <ul style="list-style-type: none"> <li>• set up a display</li> <li>• maintain a display</li> <li>• Close down a display and store materials</li> </ul>	<p>(Total pass points = 6)</p> <p>Identifies fish and/or shellfish species; using FIFO stock rotation, follows agreed plan for displaying fish and shellfish for retail sale, including the positioning of high/</p>	<p>(6 additional points available)</p> <p>Using FIFO stock rotation, designs a safe, effective and efficient plan for displaying fish and shellfish for retail sale. (2 points);</p>	<p>Set up, maintains or closes down a display in a way that is unsafe or unhygienic as defined by business policies and procedures.</p>
<p>KSBs: K5, K7, K9, S1, S4, B3, B4</p>	<p>lower value products, those on promotion and considers the potential risks of cross contamination. (2 points)</p> <p>Maintains a display by replenishing stock and top icing products regularly throughout trading hours. (2 points)</p> <p>Closes down a display, maintaining FIFO stock rotation; correctly follows a cleaning schedule to sanitise the display/store materials for the next trading day. (2 points)</p>	<p>Maintains a display by anticipating demand throughout a trading day/ week (e.g. consolidating prior to close down) or prior to seasonal events such as Valentine's day, Easter etc. (1 point)</p> <p>Closes down a display, maximising quality through care and attention when chilling display products overnight following FIFO principles. (1 point)</p> <p>When asked, identifies potential food safety risk areas (1point) and work practices that control identified risks. (1point)</p>	

<p>5. An ability to sell fish and shellfish by</p> <ul style="list-style-type: none"> <li>• interpreting and satisfying customer needs,</li> <li>• through upselling/link selling and promotions</li> </ul> <p>KSBs: K10, K11, S5, B4</p>	<p>(Total pass points = 4)</p> <p>Identifies fish and shellfish together with any common names customers use and the cuts/portions they require. (3 points)</p> <p>Tells customers about products on promotion and has knowledge regarding similar products that could be offered if there is limited availability. (1 point)</p>	<p>(4 additional points available)</p> <p>Uses product knowledge and customer service skills to build a rapport with customers. (2 points)</p> <p>Has knowledge of recipe ideas, upselling products and is able to offer cooking techniques (preferably through personal experience), linking recipes with other ingredients available for sale,</p>	<p>Behaves in a way that shows disrespect to customers.</p> <p>Provides information that is inaccurate or misleading.</p>
		<p>as well as discussing meal options with customers. (2 points)</p> <p>Nb: If opportunities do not arise naturally then questioning may be used</p>	

<p>6. Process the sale of fish and shellfish, including</p> <ul style="list-style-type: none"> <li>• portioning, preparing, weighing, packing</li> <li>• labelling and processing payments relevant to the business</li> </ul> <p>KSBs: K5, K7, K10, K11, K12, S1, S6</p>	<p>(Total pass points = 5)</p> <p>Portions, prepares, accurately weighs and packs products using available equipment and packaging. (3 points)</p> <p>Labels products carefully and processes payments relevant to the business accurately. (2 points)</p>	<p>(5 additional points available)</p> <p>Discusses with the customer their needs and makes recommendations when accurately, portioning, weighing and packaging products using available equipment and packaging. (2 points)</p> <p>Adapts to how the format of product may impact on product price (for example ice glazed frozen prawns/thawed price or skinned fillets/unskinned price) and possible miss-charging. (1 point)</p> <p>Accurately discounts products with short date code and label this appropriately. (1 point)</p>	<p>Handles and packs fish or shellfish in a way that is unsafe or unhygienic as defined by business policies and procedures.</p> <p>Provides inaccurate or misleading advice regarding the handling, storage or further preparation of fish or shellfish by the customer.</p>
		<p>Identifies shrink and wastage as part of stock control. (1 point)</p>	

<p>7. Use tools and equipment in the</p> <ul style="list-style-type: none"> <li>• handling, preparation and</li> <li>• sale of fish and shellfish</li> </ul> <p>KSBs: K5, S7, B8</p>	<p>(Total pass points = 2)</p> <p>Safely uses and maintains knife using a steel <b>or</b> chantry knife sharpener. Prepares fish using safe techniques, keeping workstation clean and clear, returning clean equipment back to storage areas when not in use. (1 point)</p> <p>Uses weighing, packaging, labelling equipment correctly. (1 point)</p>	<p>(2 additional points available)</p> <p>Safely uses and sharpens knives using a steel, chantry knife sharpener, <b>and</b> diamond steel/whetstone. (1 point)</p> <p>Proactively replenishes consumables such as bags, wrap or labels and solve minor problems. (1 point)</p>	<p>Uses tools and equipment in a way that is unsafe or unhygienic or likely to cause damage or unacceptable wear and tear.</p>
<p>8. Work safely and hygienically in the</p> <ul style="list-style-type: none"> <li>• handling, preparation and</li> <li>• sale of fish and shellfish</li> </ul> <p>KSBs: K5, K15, S1, S8, B1, B2, B3, B8</p>	<p>(Total pass points = 2)</p> <p>Works so as not to endanger others or self, paying close attention to food safety risks and health and safety risks such as slips, trips and falls. (1 point)</p> <p>Carries out the sale of fish/shellfish hygienically and in accordance with appropriate policies and procedures. (1 point)</p>	<p>(2 additional points available)</p> <p>Takes appropriate measures (wearing of PPE or changing hygiene clothing) to maintain a visually clean appearance at all times during the working day. (1 point)</p> <p>Is able to identify and act on unforeseen safety issues during the handling, preparation or sale of fish or shellfish. (1 point)</p>	<p>Fails to prepare for work in a food preparation area with regard to clothing and personal hygiene.</p> <p>Fails to maintain acceptable standards of personal hygiene during the working day.</p> <p>Fails to wear appropriate Personal Protective Equipment and hygiene clothing correctly.</p>

			<p>Fails to take appropriate action to mitigate observed food safety or health and safety risks.</p> <p>Fails to maintain required food safety and health and safety standards.</p>
<p>9. Communicate effectively with</p> <ul style="list-style-type: none"> <li>• customers and</li> <li>• colleagues</li> </ul> <p>KSBs: K10, K11, S10, B6, B11</p>	<p>(Total pass points = 4)</p> <p>Communicate effectively and without misunderstanding, taking account of the needs of customers (2 points) and colleagues (2 points).</p>	<p>(4 additional points available)</p> <p>Communicates using <b>active</b> listening and influencing skills with customers (1 point), and colleagues (1 point).</p> <p>Develop a rapport with customers and colleagues to improve communication and understanding. (2 points)</p>	<p>Fails to communicate effectively i.e. unable to clearly get message across.</p>

**Annex 3: Grading Criteria and marking scheme for the professional dialogue and interview**

Skills and behaviours that must be assessed by the professional dialogue and interview are shown in column A.

Apprentices must demonstrate all the pass criteria, as shown in column B, in order to pass the professional dialogue and interview, and in doing so will accrue 50% of the total points available.

Additional points must be awarded for outstanding performance, as shown in column C. Apprentices demonstrating all the outstanding performance will be awarded 100% of the points available.

Where a particular performance is judged as significantly better than meeting the pass criteria but not fully outstanding, the independent assessor may award partial whole points up to the maximum available for that criterion. Independent assessors must record the justification for the partial points awarded, which will be subject to moderation.

The fail criteria are shown in column D.





<b>A: Behaviour Statement</b>	<b>B: Pass criteria</b> To pass, an apprentice must demonstrate all the pass criteria; points awarded per criteria are shown in brackets.	<b>C: Outstanding performance criteria</b> Apprentices who have met the pass criteria can gain additional points by demonstrating outstanding criteria, points awarded per criteria are shown in brackets; partial whole points may be awarded.	<b>D: Fail criteria</b> Apprentices who demonstrate any of the following fail criteria will fail the professional dialogue and interview.
Ownership of work.  KSBs: B3, B8	(Total pass points = 3)  Accepts responsibility and takes ownership of own work. (3 points).	(up to 3 additional points available)  Identifies potential issues (2 points) and takes appropriate actions to minimise disruptions to workflow (1 point).	Fails to provide clear responses to questions about ownership of work.

<p>Self-development.</p> <p>KSBs: B5</p>	<p>(Total pass points = 3)</p> <p>Provides specific examples of seeking learning to develop own knowledge (1 point) and skills (2 points).</p>	<p>(up to 3 additional points available)</p> <p>Takes ownership for own learning and practising new skills/ techniques/tools (1 point). Seeks to improve own understanding and learn from others (1 point);</p>	<p>Unable to provide examples of seeking learning opportunities.</p>
		<p>Shares knowledge and experiences with others (1 point).</p>	
<p>Working in a team.</p> <p>KSBs: B7</p>	<p>(Total pass points = 6)</p> <p>Is able to provide examples of working in partnership with colleagues to deliver business objectives. (3 points).</p> <p>Lists three benefits to the businesses of team working. (3 points)</p>	<p>(up to 6 additional points available)</p> <p>Builds relationships with colleagues and others (2 points). Demonstrates knowledge and understanding of business objectives (2 points). Makes a significant contribution to the team (2 points);</p>	<p>Unable to list 3 benefits of team working or give an example of working in partnership with colleagues.</p>

<p>Responsiveness to change.</p> <p>KSBs: B9</p>	<p>(Total pass points = 6)</p> <p>Demonstrates flexibility to changing working environment and demands (4 points). Lists two benefit of a flexible approach to change. (2 points).</p>	<p>(up to 6 additional points available)</p> <p>Understands the reasons behind changes (2 points). Constructively questions and challenges change (2 points). Sets a positive example for others about change (2 points).</p>	<p>Unable to provide an appropriate personal example of a flexible response to change or list two benefits of a flexible approach to change.</p>
<p>Company/industry perspective, ambassadorial role.</p> <p>KSBs: B10</p>	<p>(Total pass points = 6)</p> <p>Demonstrates knowledge of company and seafood industry (4 points), acts as an ambassador (2 points).</p>	<p>(up to 6 additional points available)</p> <p>Actively seeks to improve understanding of their company (3 points) and wider food industry (3 points).</p>	<p>Demonstrates a poor or inadequate understanding of the seafood industry and of their company.</p> <p>Unable to identify and articulate a positive message about the seafood industry.</p>

<b>Column A: Skills Statement</b>	<b>Column B: Pass criteria</b> To pass, an apprentice must demonstrate all the pass criteria; points awarded per criteria are shown in brackets.	<b>Column C: Outstanding performance criteria</b> Apprentices who have met the pass criteria can gain additional points by demonstrating outstanding criteria, points awarded per criteria are shown in brackets; partial points may be awarded	<b>D: Fail criteria</b> Apprentices who demonstrate any of the following fail criteria will fail the professional dialogue and interview.
Handle complaints and resolve problems appropriate to business policy and procedures. KSBs: S9	(Total pass points = 6)  Deals effectively with customer complaints (3 points) and resolves problems in line with business policy and procedures (3 points).	(up to 6 additional points available)  Proactively resolves problems (3 points) and recommends changes or improvements to ways of working (3 points).	Demonstrates poor understanding of how to deal with customer complaints and of company policies and procedures for complaint handling.