Institute for Apprenticeships & Technical Education

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

End-point assessment plan for the Fisher apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0952	2	No

Contents

Introduction and overview

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

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

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

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

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2[1]
- Apprentices must have achieved all qualifications mandated in the fisher occupational standard. The qualifications required are:
    - Complete basic training approved by any Maritime Administration which is signatory to the Seafarers Training Certification and Watchkeeping (STCW) convention to achieve:
        - 1 day Seafish Fishermen's basic sea survival or STCW Personal Survival Techniques (1 day) (STCW A-VI/1)
        - 1 day Seafish Fishermen's basic firefighting and prevention or 2 day STCW Fire Fighting and Fire Prevention (STCW A-VI/1-2)
        - 1 day Seafish Fishermen's basic first aid or STCW Elementary First Aid (1 day) (STCW A-VI/1-3)
        - 1 day Seafish basic health and safety covering: know your vessel, understanding roles and responsibilities, maintaining effectiveness, working safely on a fishing

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

vessel, dealing with emergencies.

Any equivalent qualifications must align with Marine Coastguard Agency (MCA) mandatory requirements.

- Certificated 5 day Seafish Navigation and Watchkeeping course
- Certificated 5 day Marine Coastguard Agency (MCA) Approved Engine Course Diesel Engine course (AEC 1)
- Certificated 1 day Seafish Stability Awareness for Experienced Fishermen course
- Certificated 1 day Seafish Advanced Stability Awareness course
- Certificated Royal Yacht Association (RYA) GMDSS VHF Short Range Certificate (Radio Operator)

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts. This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 2 discrete assessment methods.

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

Assessment method 1 - Practical assessment:

- fail
- pass
- distinction

Assessment method 2 - Professional discussion:

- fail
- pass
- distinction

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

- fail
- pass
- distinction

EPA summary table

On-programme (typically 18 months)	Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. Training towards mandated qualifications. Training towards English and mathematics Level 1 and 2, if required.
End-point assessment gateway	The employer must be content that the apprentice is working at or above the level of the occupational standard. Apprentices must have achieved all qualifications mandated in the Fisher occupational standard. The qualifications required are: Complete basic training approved by any Maritime Administration which is signatory to the Seafarers Training Certification and Watchkeeping (STCW) convention to achieve: • 1 day Seafish Fishermen's basic sea survival or STCW Personal Survival Techniques (1 day) (STCW A-VI/1) • 1 day Seafish Fishermen's basic firefighting and prevention or 2 day STCW Fire Fighting and Fire Prevention (STCW A-VI/1-2) • 1 day Seafish Fishermen's basic first aid or STCW Elementary First Aid (1 day) (STCW A-VI/1-3) • 1 day Seafish basic health and safety covering: know your vessel, understanding roles and responsibilities, maintaining effectiveness, working safely on a fishing vessel, dealing with emergencies. Any equivalent qualifications must align with MCA mandatory requirements. • Certificated 5 day Seafish Navigation and Watchkeeping course • Certificated 5 day Marine Coastguard Agency (MCA) Approved Engine Course Diesel Engine course (AEC 1) • Certificated 1 day Seafish Stability Awareness for Experienced Fishermen course

	• Certificated 1 day Seafish Advanced Stability Awareness course • Certificated Royal Yacht Association (RYA) GMDSS VHF Short Range Certificate (Radio Operator) Apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2. For the professional discussion, the apprentice will be required to submit a portfolio. For the practical assessment, there are no specific requirements to submit supporting materials.
End-point assessment (typically 3 months)	**Grades available for each method** Assessment method 1: Practical assessment: • fail • pass • distinction Assessment method 1: Professional discussion: • fail • pass • distinction **Overall EPA/apprenticeship can be graded** • fail • pass • distinction
Professional recognition	An apprentice successfully completing the end-point assessment would be eligible to apply for individual membership of the National Federation of Fisherman's Organisation (NFFO)

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

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

EPA gateway

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

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

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

Basic training approved by any Maritime Administration which is signatory to the Seafarers Training Certification and Watchkeeping (STCW) convention to achieve:

- 1 day Fishermen’s basic sea survival or Personal Survival Techniques
- 1 day Fishermen’s basic fire fighting and prevention or Fire Prevention and Fire Fighting
- 1 day Fishermen’s basic first aid or Elementary First Aid
- 1 day basic health and safety covering: know your vessel, understanding roles and responsibilities, maintaining effectiveness, working safely on a fishing vessel, dealing with emergencies.

Any equivalent qualifications must align with MCA mandatory requirements:

- Certificated 5 day Seafish Navigation and Watchkeeping course
- Certificated 5 day Marine Coastguard Agency (MCA) Approved Engine Course Diesel Engine course (AEC 1)
- Certificated 1 day Seafish Stability Awareness for Experienced Fishermen course
- Certificated 1 day Seafish Advanced Stability Awareness course

- Certificated Royal Yacht Association (RYA) GMDSS VHF Short Range Certificate (Radio Operator)

For the practical assessment, there are no specific requirements to submit supporting materials.

For the professional discussion, the apprentice will be required to submit a portfolio of evidence.

Portfolio of evidence requirements:

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should contain evidence related to the KSBs that will be assessed by the professional discussion.

The portfolio of evidence will typically contain 10 discrete pieces of evidence. Evidence should be mapped against the KSBs.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation/records, for example workplace policies/procedures, records
- witness statements
- annotated photographs
- video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment.

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.

The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The portfolio of evidence is not directly assessed. It underpins the professional discussion. It should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion. They are not required to provide feedback after this review.

End-point assessment methods

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

End-point assessment method 1: Practical assessment

Overview

A practical assessment involves an independent assessor observing an apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

The independent assessor can ask questions in relation to KSBs that have not been observed although these should be kept to a minimum. Questioning may also be used to seek clarification where required.

The practical assessment and responses to questions will be assessed holistically.

The rationale for this assessment method is:

- This is a practical occupation best demonstrated through completing tasks in a real work setting.
- It is a holistic assessment method requiring the demonstration of knowledge, skills and behaviours.
- Demonstration will ensure that safety critical and seasonal aspects can be tested in a manner that is repeatable and consistent.

The practical assessment makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best.
The breadth of knowledge, skills and behaviours are unlikely to occur in a specific real-life scenario and this method ensures consistency for candidates operating across a range of diverse fishing boats.

Questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors.

This is a cost-effective method of testing and ensures validity by utilising available workplace equipment and resources and drills.

Delivery

The independent assessor may observe only one apprentice during this assessment method to ensure quality and rigour. The independent assessor must be unobtrusive whilst conducting the practical assessment.

The practical assessment must last for 3 hours. The independent assessor has the discretion to increase the time of the practical assessment by up to 10% to allow the apprentice to complete a task or respond to a question.

The practical assessment may be split into discrete sections held over a maximum of 1 working day(s). A working day is typically considered to be 7.5 hours long. The reason for this split is to allow the completion of 8 discrete tasks to be carried out in order to demonstrate competence in a safety critical occupation.

Where planned breaks occur, they will not count towards the total assessment time. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

Apprentices must be provided with information on the tasks they must complete, including the timescales they will be working to before the start of each task. The time taken to give this information is exclusive of the assessment time.

The employer, apprentice and the EPAO will agree a date and time for the assessment to take place.

The independent assessor must observe the apprentice completing the following:

1. Inspection of the boat to ensure that safety equipment is in place and the engine is maintained. (20 mins)
2. Checking that the deck is clear of obstructions and that fishing gear is stowed away. (10 mins)
3. Inspection of refrigeration equipment to ensure it is working. (10 mins)
4. Prepare, shoot and haul fishing gear. (60 mins)
5. Simulated communication with other stations or boats using VHF radio. (15 mins)
6. Simulated issue of a distress alert. (10 mins)
7. Simulated reaction to safety critical incidents, deploying the anchor, man overboard and fire on board. (40 mins)
8. Tying up the boat taking account of the tide. (15 mins)

The independent assessor will need to follow H&S procedures and wear PPE in line with boat requirements.

These tasks may be delivered as a group exercise where other team members are required to operate the vessel and powered equipment.

Where a practical assessment requires the apprentice to work with additional people, the employer is responsible for arranging suitable people both in number and capability, all of which must be agreed with the EPAO in advance of the assessment. The additional people must be briefed by the independent assessor and cannot influence the assessment outcome. All of the task(s) must be attributable to the apprentice and any additional people should provide a written statement to confirm this.

The following 8 activities should be observed during the practical assessment as a practical assessment without these activities would seriously hamper the opportunity for the apprentice to demonstrate occupational competence against the KSBs assigned to this assessment method:

1. Carry out an inspection of the boat to ensure that safety equipment is in place and the engine is maintained – 20 mins

Safety equipment - Locate and identify all safety equipment on vessel.

Identify dates for servicing of safety equipment and clearly demonstrate an inspection of condition of safety equipment to ensure it is fit for purpose. Note and comment on anything that is out of date, and what the process would be to service and update the safety equipment. Identify and locate alarm systems and check their status

A scenario-based question must be asked in relation to K1 if the following is not identified during the observation:

- out of date equipment or
- defective equipment

Auxiliary and main Engine maintenance

Carry out fuel level, oil level, water level checks and demonstrate how and where to top up if required. Also carry out checks for leaks and signs of developing problems on both the main engine and auxiliary engine.

2. Check that the deck is clear of obstructions and equipment is stowed away safely – 10 mins

Shut all hatches and doors on the vessel before departure. Position all moving weighted items such as fish boxes, net bins, insulated fish tubs and any loose items are stowed away and tied down to restrict movement. Tuck all lines and ropes away and to reduce risk of getting washed overboard, or tripping hazard on deck.

Position items to correct locations on the vessel deck and storage areas to demonstrate weighted items are stowed correctly for stability, as well as ensure they are tied down and secured so will not move when out to sea.

3. Inspect refrigeration/ storage facilities to ensure that it is operating correctly – 10 mins

Depending on the type of fishery and vessel, 1 of the following 2 methods should be observed:

- Activate powered refrigeration system. Inspect pipes freezing and fish room.
  Check temperature readings.
  Check quantity and safe storage of ice for length of trip.

Or

- Inspect the insulated tub(s) to ensure condition is fit for purpose.
  Collect, prepare and secure enough ice for the trip.

4. Prepare, shoot, and haul fishing gear with other crew members – 60 mins (not including travel to and from port).

This task can be demonstrated on one of the following:

- Trawling gear
- Potting gear
- Netting gear

5. Simulated communication with other stations or boats using VHF radio –15 mins

The observation should include:

- Power up the radio and adjust the settings to stop the static.
- Tune the radio to the required frequency.
- Perform a simulated check to the coastguard to ensure that the radio is working. Adopt radio etiquette when communicating.
- Wait for a simulated reply confirming someone has heard your transmission.
- Emergency channel is 16.
- Show use of emergency DSC function of radio.
- Demonstrate awareness of silence period either side of the hour and half past the hour and not to use the radio check during this time.

6. Simulate the issue of a distress alert - verbally issue a mayday and use of a Digital Selective Calling (DSC) - 10mins

- Tune the radio to the simulated emergency channel.
- Locate the digital select calling button and explain that this will transmit GPS coordinates to the coastguard.
- Simulate the verbal issue of a distress signal including the vessel name, current location, speed and bearing. Describe the vessel type, number of people on board and describe any injuries and explain any intention to deploy lifeboats.

7. Simulated reaction to the following safety critical incidents - 40 mins

During the EPA, the workboat should undertake a man overboard (MOB) drill, a fire drill and deploy the anchor out of the port drill. The apprentice is required to undertake all of the elements of the drills listed below (whilst working with other members of the crew).

Fire room drill 15 mins – to include:

- Communication with crew to raise the alarm.
- Move safely around vessel. Close all doors and vents to reduce risk of spreading fire
- Communicate with other crew to ensure everyone in safe positions and accounted for.
- Simulate communication with necessary emergency services if required.

Man overboard 15 mins – to include:

- Communicate with crew to raise the alarm
- Ensure that crew members are in correct positions and each person carrying out specific role as planned in the risk assessment and safety folder
- Check that one person takes on role as visual on deck to keep eyes on the man overboard
- Activate plotter to show where person went over
- Use life ring and smoke flare to mark the place
- Communicate with skipper and crew to set up retrieval equipment
- Communicate with skipper to locate and come alongside MOB
- Deploy retrieval equipment to perform rescue
- Recover MOB

Anchor drill/ emergency stop 10 mins – to include:

- Communicate with skipper and crew to raise alarm
- Put on and wear appropriate PPE for anchor deployment
- Deploy anchor(s) safely
- Monitor lengths of cable deployed
- Retrieve anchor

8.Tie up the boat taking into account the tide - 15 minutes. To include:

- Locate and prepare mooring gear including cleats on the boat and cleats/ pilings on the dock. Check and attach fenders.
- Set up 2 bow lines and 2 stern lines.
- Secure dock lines with appropriate boating knots so that the boat stays in place.
- Adjust length of rope to mitigate the tide size and rise and fall of water, as well as wind

Questions must be asked. The purpose of the questioning is:

To assess underpinning knowledge and understanding. The independent assessor must ask a minimum of 1 open question during each task to assess related underpinning KSBs (i.e. a minimum of 8 open question per apprentice for the practical assessment as a whole). Follow up questions for clarification are allowed. The independent assessor must use questions from a question bank generated by the EPAO or they can tailor these questions based on what they observe in order to assess underpinning knowledge, skills and behaviours. Questioning must be completed within the total time allowed for the practical assessment. There may be breaks during the practical assessment to allow the apprentice to move from one location to another and for meal breaks. Any breaks that occur do not count towards the assessment time. KSBs observed and answers to questions must be documented by the independent assessor.

Questioning can occur during the practical assessment. The time for questions asked during the practical assessment is included in the overall assessment time.

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

The independent assessor will make all grading decisions.

Assessment location

The practical assessment will take place at the employer premises on board a fishing boat or chartered vessel. The environment must closely relate to the apprentice's natural working environment and provide the required equipment and resources needed for the practical assessment to be undertaken.

Task 1, 2, 3 and 8 should be carried out whilst in port.

Tasks, 4, 5, 6 and 7 should be carried out away from port. Any travel time to and from port should not be included in the overall assessment time.

Question and resource development

Questions must be written by EPAOs, be relevant to the occupation and assess the KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation.

EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contains, are fit for purpose.

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

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

- Independent assessor assessment materials which include:
    - Training materials
    - Administration materials
    - Moderation and standardisation materials
    - Guidance materials
    - Grading guidance
- Question bank
- Guidance documentation for the apprentice and employer

End-point assessment method 2: Professional discussion

Overview

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this assessment method.

The rationale for this assessment method is:

- Some KSBs need more nuanced questioning than a knowledge test can provide.
- This method assesses a disparate range of knowledge, skills and behaviours that would be difficult to observe due to the nature of the workplace, the length of time required and/ or because they can only be carried out at specific times of the year and or when resources are available.

Delivery

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method.

It will involve questions that will focus on catch quality, fisheries management and species identification, navigation, personal safety and welfare and problem solving. The purpose of the questions will be to draw out understanding and evidence relating to the KSBs mapped to this assessment method.

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last point.

During this assessment method, the independent assessor must take discussion-based questions from an EPAO question bank. The independent assessor is expected to use their professional judgment to tailor the questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO’s training and standardisation process. The professional discussion will have a minimum of 15 questions.

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

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

The independent assessor will make all grading decisions.

Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence. The professional discussion can take place in any of the following locations

- employers' premises
- other suitable location determined by the EPAO (e.g. assessment centre or training provider)
- via video conferencing

Question and resource development

Questions must be written by EPAOs, be relevant to the occupation and assess the KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.
Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contain, are fit for purpose.
EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

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

- Independent assessor assessment materials which include:
  - Training materials
  - Administration materials
  - Moderation and standardisation materials
  - Guidance materials
  - Grading guidance
- Question bank
- Guidance documentation for the apprentice and employer

Grading descriptors

End-point assessment method 1: Practical assessment

KSBS GROUPED BY THEME	PASS In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met.	DISTINCTION In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met.
Vessel safety checks K4, K5, K22, S3, S4, S17	Carries out an inspection of the boat to ensure the main engine is maintained and that safety equipment is in place including life rafts, life rings, EPIRB (Emergency Position Indicating Radio Beacon) and deck is clear of obstructions including equipment stowed away safely. (K4, S3, S4) Completes basic engine checks to ensure the auxiliary engine and main engine oil, water, and fuel levels meet requirements for the length of the trip. Check the engine maintenance record is up to date (K5, S3) Communicates with other stations or boats using VHF radio using correct radio procedure and terminology. (K22, S17)	
Vessel operational checks K8, S6, S7	Inspects refrigeration, storage facilities and hydraulic pipes to ensure that they are in working order and report findings to the skipper. (K8, S6, S7)	Explains how preventative measures can protect hydraulic pipes to reduce risk of future damage. (S7)
Fishing gear K10, S8, S9, B1	Prepares, shoots and hauls fishing gear demonstrating positional awareness and prioritising safety. (K10, S8, S9, B1)	Explains why communicating with the wider team is important. (K10, S8, S9, B1)

KSBS GROUPED BY THEME	PASS In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met.	DISTINCTION In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met.
Safety drills K23, S18, S19, B5	Issues a distress alert, follows safety procedures, and works as part of a team when partaking in man overboard, anchor and fire drills. (K23, S18, S19)	
Seamanship K20, K21, S16	Ties up a boat using suitable knots and lengths of rope, taking account of the tide and the weather conditions. (K21, K21, S16) Explains their approach taken when tying up the boat and the different approaches they would use in different circumstances including quayside, alongside another boat and rafting.	Proactively communicates with the skipper and other occupants when tying up the vessel to ensure their safety. Explains the factors which can affect the safety of the boat, its occupants and other vessels when tying up, and how to mitigate these. Explains the potential consequences of not considering the rise and fall of the tide. (S16)

Fail: apprentices will fail if they do not meet all the pass criteria.

End-point assessment method 2: Professional discussion

KSBS GROUPED BY THEME	PASS In order to achieve a pass all, the pass descriptors mapped to this assessment method must be met.	DISTINCTION In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met.
Catch quality K7, K14, K15, K24, S5, S12, S20	Describes, for two species, how they process and store the catch to maintain a quality product, including ensuring ice requirements and stability needs of the vessel are met. (K7, K14, K15, S5, S12) Explains how they safely unload and transport the catch to market preserving the quality of the catch. (K24, S20)	Recognises and explains the consequences to the quality of the product and the impact on the business, of not processing and storing the catch correctly. (S12, S20)
Fisheries management and species identification K11, K12, K13, K26, S10, S11, B2, B3, B6	Describes the impact of technical conservation measures on the long-term sustainability of fishing stocks. (K12) Describes the methods they have used for identifying, sorting species and grading the catch, and when they have released/returned fish or shellfish and the fisheries legislation that applied. (K11, S10) Describes how they estimate and accurately report the weight of each species within the catch, acting with honesty and integrity and takes responsibility for their own actions. (K13, S11, B3) Describes how they have considered the impact of climate change and sustainability on the marine environment and the impact of pollution on the fishing industry. (K26, B2) Explains how they seek learning and development opportunities and maintain up to date knowledge of sustainability issues, initiatives, and trends. (B6)	Explains how fishing gear can be modified to increase sustainability. Explains at least two examples of ways in which the industry reduces its impact on the long-term sustainability of fishing stocks. (K12) Explains why estimating the weight of the catch and accurately reporting is important. (S11)
Navigation	Explains the procedures they follow, their levels of authority, and how they use	

KSBS GROUPED BY THEME	PASS In order to achieve a pass all, the pass descriptors mapped to this assessment method must be met.	DISTINCTION In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met.
K17, K18, K19, S14, S15	modern and traditional bridge navigation equipment for safely navigating and keeping watch when at sea, including, latitude and longitude, steering by compass, chart plotter, GPS, radar, auto pilot position fixing, buoyage. (K17, K19, S14, S15) Explains how they have followed maritime regulations when passing other vessels and moving in and out of port when this could have had an impact on crew members/ vessels and how they informed stakeholders. (K18, S14)	
Personal safety and welfare K1, K2, K3, K25, K27, S1, S2, S21	Describes how they check personal floatation device, wet weather gear and personal locator beacon for defects and service dates, explaining the procedures they follow to report defects or requesting replacements. (K1, S1) Specifies the software applications that could be used to obtain weather and sea information. Describe the conditions required to go to sea. (K2) Describes how they check, determine and acquire adequate food and water supplies for the length the trip. Explain how they consider the impact of weather conditions. (K3, S2) Describes how they prepare food hygienically and explains the importance of maintaining the cleanliness of food preparation and living areas. (K25, S21) Describes the mental and physical health support services available. (K27)	
Problem solving	Explains how they proactively adapt to changing situations, conditions, and issues with the boat. (B4)	Justifies the approach taken to resolve problems and how learning

KSBS GROUPED BY THEME	PASS In order to achieve a pass all, the pass descriptors mapped to this assessment method must be met.	DISTINCTION In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met.
K6, K9, K16, S13, B4	Describes the methods they use to identify and resolve common mechanical, electrical, watertight integrity, health and safety issues with the boat. (K9, K16, S13) Describes the checks they use to identify fishing gear condition and damage, material requirements for repairs at sea, personal responsibilities and/ or limitations for the repair. (K6, S13)	can be applied or shared to resolve future issues. (S13)

Fail: apprentices will fail if they do not meet all the pass criteria.

Overall grading of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

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

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

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

In order to achieve an overall EPA 'pass' grade, apprentices must achieve at least a pass in both assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in both assessment methods.

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

PRACTICAL ASSESSMENT	PROFESSIONAL DISCUSSION	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Any grade = fail, pass or distinction

Re-sits and Re-takes

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

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

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

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All failed assessment methods must be re-sat/re-taken within a 3-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat/re-taken.

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

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

Roles and Responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	As a minimum, employers should: • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	As a minimum, EPAOs should:

	• conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they

	conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	As a minimum, independent assessors should: • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner

	• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	As a minimum, training providers should: • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
Additional person(s) for practical assessment	As a minimum, the competent person will: • be occupationally competent and at the same level as the apprenticeship standard or higher • follow a brief provided by the independent assessor which confirms what is required • be at the assessment venue and be in situ prior to the assessment • be briefed prior to assessment by the independent assessor • adhere to confidentiality about all aspects of the assessment and the brief they have been provided with • act as a colleague/customer for only those elements of the practical assessment where it is normal practice to do so • not direct any activity and must take instruction from the apprentice • not ask questions that indicate how to complete the practical assessment successfully • not provide guidance or influence the assessment outcome in any way • have no direct connection and no conflict of interest with the apprentice • provide a written statement to confirm that all of the task is attributable to the apprentice

Reasonable adjustments

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

Internal quality assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who are competent to deliver the end-point assessment and who:
    - have recent relevant experience of the occupation/sector to at least occupational level 2 and have been employed in the maritime industry in the last 5 years.
- operate induction training for independent assessors and any other personnel involved in the delivery and or/assessment of the EPA (e.g. markers and invigilators)
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
    - before they conduct an EPA for the first time
    - if the EPA is updated
    - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for Money

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

- using the employer's premises
- conducting assessment methods on the same day
- use of video conferencing

Professional recognition

An apprentice successfully completing the end-point assessment would be eligible to apply for individual membership of the Nation Federation of Fisherman's Organisation (NFFO).

Mapping of knowledge, skills and behaviours (KSBs)

KNOWLEDGE	ASSESSMENT METHODS
K1: Personal safety equipment including life rafts, life rings, wet weather gear, EPIRB (Emergency Position Indicating Radio Beacon) and floatation device requirements. How to report defects or request replacements.	Professional discussion
K2: . Conditions required to go to sea. The impact that forecast weather conditions have on preparations and how to obtain weather and sea information using software applications	Professional discussion
K3: Food and water supply requirements for the length of the trip.	Professional discussion
K4: Safety checks, stowage, and maintenance requirements of boat safety equipment. Including: life rafts, life rings, EPIRB (Emergency Position Indicating Radio Beacon).	Practical assessment
K5: Basic engine checks: oil, water level checks and fuel required for the length of trip.	Practical assessment
K6: The material requirements for repairs to fishing gear at sea and how to check the condition of fishing gear for damage.	Professional discussion
K7: Quantity and safe stowage requirements for ice, depending on the fishery or type of boat.	Professional discussion
K8: Refrigeration equipment operational checks.	Practical assessment
K9: Common hydraulic faults, defects, and identification methods.	Professional discussion
K10: Procedures to ensure the safe shooting and hauling of fishing gear and the importance of being in the correct position on board the boat.	Practical assessment
K11: Species identification and how to sort and grade them for processing or return them to the sea in line with fisheries legislation.	Professional discussion
K12: Technical conservation measures and their impact on the long-term sustainability of fishing stocks.	Professional discussion
K13: Catch information and reporting requirements. How to estimate the weight of each species and the importance of accuracy.	Professional discussion

K14: Processing requirements for each species: gutting, head off, whole, nicking, banding claws.	Professional discussion
K15: Catch storage requirements to maintain quality.	Professional discussion
K16: Common problems with the boat and how to identify them. For example, mechanical, electrical, watertight integrity, health and safety issues.	Professional discussion
K17: The procedures for safely navigating and keeping watch when at sea. Including, latitude and longitude, steering by compass, position fixing, buoyage.	Professional discussion
K18: The (Maritime Regulations) 'rules of the road' such as passing port to port and movement to and from port.	Professional discussion
K19: Modern and traditional navigational technology: GPS, radar, auto pilot bridge navigation equipment, compass.	Professional discussion
K20: Methods to tie up a boat depending on its size, location and the tide (including quayside and alongside another vessel).	Practical assessment
K21: The knots and lengths of rope required to safely moor a boat.	Practical assessment
K22: The operating requirements and terminology used to communicate with other boats and the coastguard using a VHF (Very High Frequency) radio. And How to issue a distress call.	Practical assessment
K23: Safety procedures: man overboard, anchor, and fire drills.	Practical assessment
K24: Requirements for safely unloading and transporting the catch to market whilst ensuring the quality of the catch is maintained.	Professional Discussion
K25: Housekeeping requirements at sea: The need to keep the work and living areas clean and free from obstruction and to practice good hygiene when preparing food.	Professional discussion
K26. Climate change and the environmental impact of pollution on the fishing industry.	Professional discussion
K27. Mental and physical health support services available.	Professional discussion

SKILLS	ASSESSMENT METHODS
S1: Check personal safety equipment for defects (including personal floatation device, wet weather gear and personal locator beacon).	Professional discussion
S2: Check and acquire adequate food and water supplies for the length the trip.	Professional discussion
S3: Carry out an inspection of the boat to ensure that safety equipment is in place and check the engine maintenance record.	Practical assessment
S4: Check that the deck is clear of obstructions and equipment is stowed away safely.	Practical assessment
S5: Check ice quantity meets requirements for the length of trip.	Professional discussion
S6: Inspect refrigeration/ storage facilities to ensure that it is operating correctly.	Practical assessment
S7: Inspect hydraulic pipes for defects. Report findings.	Practical assessment
S8: Prepare shoot and haul fishing gear for shooting.	Practical assessment
S9: Prepare and shoot fishing gear for hauling.	Practical assessment
S10: Identify the fish or shellfish species and sort them for processing. Release fish or shellfish in line with regulations.	Professional discussion
S11: Estimate the weight of each species. Record the information and submit to the Skipper.	Professional discussion
S12: Process species correctly (fish or shellfish). Store them to ensure quality.	Professional discussion
S13: Identify and resolve problems with the boat and fishing gear (within level of authority).	Professional discussion
S14: Keep watch and navigate the boat at sea (within level of authority), in line with Maritime Regulations (‘the rules of the road’).	Professional discussion
S15: Navigate the boat using GPS, radar and auto pilot bridge navigation equipment (within level of authority).	Professional discussion

S16: Tie up the boat taking into account the tide and weather conditions	Practical assessment
S17: Communicate with other stations or boats using VHF radio.	Practical assessment
S18: Issue a distress alert.	Practical assessment
S19: Follow safety procedures: man overboard, anchor drills, fire drills.	Practical assessment
S20: Unload the catch for transport to market whilst maintaining catch quality.	Professional discussion
S21: Prepare food for the crew and maintain cleanliness of living area.	Professional discussion
BEHAVIOURS	**ASSESSMENT METHODS**
B1: Prioritises health and safety when completing tasks	Practical assessment
B2: Considers sustainability throughout the end to end fishing process.	Professional discussion
B3: Acts with honesty and integrity and takes responsibility for own actions.	Professional discussion
B4: Proactively adapts to changing situations/ conditions.	Professional discussion
B5: Team worker. For example, polite, keeps others informed, helps colleagues, takes account of equality and diversity.	Practical assessment
B6: Seeks learning and development opportunities.	Professional discussion