

# DRAFT END-POINT ASSESSMENT PLAN FOR THE FISHMONGER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0194	2	No

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## Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the [fishmonger](#) apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

[Fishmonger](#) apprentices, their employers and training providers should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- [Retail and instore fishmonger](#)
- [Wholesale or processing fishmonger](#)

A full-time [fishmonger](#) apprentice typically spends **18** months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically **3** months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has **3** assessment methods.

The grades available for each assessment method are below.

Assessment method **1** - [knowledge test](#):

- [fail](#)
- [pass](#)

Assessment method **2** - [observation with questioning](#):

- [fail](#)
- [pass](#)
- [distinction](#)

Assessment method **3** - [interview underpinned by a portfolio of evidence](#):

- [fail](#)
- [pass](#)
- [distinction](#)

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- [fail](#)
- [pass](#)
- [distinction](#)

## EPA summary table

<b>On-programme - typically 18 months</b>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship’s standard</li> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a <a href="#">portfolio of evidence</a></li> </ul>
<b>End-point assessment gateway</b>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> </ul> <p>For the <a href="#">interview underpinned by a portfolio of evidence</a>, the apprentice must submit a <a href="#">portfolio of evidence</a>. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<b>End-point assessment - typically 3 months</b>	<p><b>The grades available for each assessment method are below</b></p> <p><b>Knowledge test:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">fail</a></li> <li>• <a href="#">pass</a></li> </ul> <p><b>Observation with questioning:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">fail</a></li> <li>• <a href="#">pass</a></li> <li>• <a href="#">distinction</a></li> </ul> <p><b>Interview underpinned by a portfolio of evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">fail</a></li> <li>• <a href="#">pass</a></li> <li>• <a href="#">distinction</a></li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">fail</a></li> <li>• <a href="#">pass</a></li> <li>• <a href="#">distinction</a></li> </ul>
<b>Professional recognition</b>	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Worshipful Company of Fishmongers for Recognised Fishmonger</a></li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• re-take and re-sit grade cap: <a href="#">pass</a></li> <li>• re-sit timeframe: typically <a href="#">2</a> months</li> <li>• re-take timeframe: typically <a href="#">3</a> months</li> </ul>

## Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

## EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a [portfolio of evidence](#) for the [interview underpinned by a portfolio of evidence](#)

### **Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the interview. It will typically contain 18 discrete pieces of evidence. Evidence must 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 and records, for example:](#)
  - [workplace policies and procedures](#)
- [witness statements](#)
- [annotated photographs](#)
- [video clips of a duration appropriate to the activity being demonstrated by the apprentice such as setting up, managing and closing a display; the apprentice must be in view and identifiable. The apprentice must not be coached or receive guidance on what they are undertaking. Any work being videoed must be unaided and the work of the apprentice only.](#)

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

The portfolio of evidence 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 EPAO should not assess the portfolio of evidence directly as it underpins the interview.

The independent assessor should review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.  
Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

## Order of 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.

## Knowledge test

### Overview

In the **knowledge test**, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

### Rationale

This assessment method is being used because:

- it provides an opportunity to test the apprentice's knowledge on elements of being a fishmonger
- it complements the other two assessment methods. In the interview, the apprentice must relate their answers to their real-work experience, and the observation involves the demonstration of work-based knowledge and skills in a "live" environment.
- it is delivered as an online (or paper based if required) written knowledge test, which can be conducted remotely and administered to multiple apprentices at the same time, reducing costs.

### Delivery

The **knowledge test** must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method to the highest available grade.

The test can be computer or paper based.

The test will consist of **30 multiple-choice** questions.

Multiple-choice questions must have four options, including one correct answer.

The apprentice must be given at least **1 weeks'** notice of the date and time of the test.

### Test administration

The apprentice must have **45** minutes to complete the test.

The test is **closed book which means that the apprentice** cannot refer to reference books or materials whilst taking the test.

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

The EPAO is responsible for the security of the test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the test.

## Marking

The test must be marked by an independent assessor or marker employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question types support this.

A correct answer gets 1 mark.  
Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the test.

## Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The test can take place remotely if the appropriate technology and systems are in place to prevent malpractice.

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the test:

- assessment materials for independent assessors and markers which includes:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials

- grading guidance
- test specification
- sample test and mark schemes
- live tests and mark schemes
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Observation with questioning

### Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### Rationale

This assessment method is being used because:

- it is a method that reflects the practical nature of the industry.
- it assesses KSBs that need to be directly observed to make a valid judgement on competence.
- it provides a synoptic method of assessment.
- it provides a cost-effective assessment, as it makes use of the apprentice's employer's workplace, equipment, and resources.
- apprentices are undergoing assessment in the workplace using equipment and tools that they are familiar with; this should allow the apprentice to perform at their best.

### Delivery

The **observation with questioning** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. An independent assessor must conduct and assess the **observation with questioning**. The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice **2 weeks'** notice of the observation with questions.

The observation must take **3 hours and 30 minutes**.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.



The observation may be split into discrete sections held on the same working day. The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe or ask questions on the following during the observation:

Core activities:

- Fishmonger skills – boning, portioning, trimming, filleting
- Craft and knife skills and use of equipment and machinery
- Product handling
- Maximising yield
- Health and safety practices
- Food safety

Option 1 - Retail and instore fishmonger, activities to observe or ask questions on:

- Interacting with customers
- Setting up displays
- Seafood products such as fish or shellfish, and added value products

For this option, individuals and independent assessors can use the fish or shellfish product that is available on the day.

Option 2 - Wholesale or process fishmonger, activities to observe or ask questions on:

- Receive rejected products and assess for reuse or disposal
- Customer specifications

For this option, individuals and independent assessors can focus on the fish or shellfish product relevant to the employer. The EPAO needs to 'elect' a maximum of two tasks from across the wholesale or processing activity so the apprentice will have the opportunity to demonstrate the KSBs across their range of activities. The EPAO will notify the apprentice and their employer of the wholesale or processing activities to be assessed at the two weeks notification stage.

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions. The purpose of the questions is:

- to seek clarification where required

- to assess the level of competence against the grading descriptors

Questions must be asked after the observation. The total duration of the observation assessment method is 3 hours and 30 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 3 hours. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 6 questions. Follow-up questions are allowed where clarification is required. The independent assessor must create their own questions in line with the EPAO's training. The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

### Assessment location

The **observation with questioning** must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation **must** be provided by the employer and be in good and safe working condition.

### Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the **observation with questioning**:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Interview underpinned by a portfolio of evidence

### Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

### Rationale

This assessment method is being used because:

- it allows the apprentice to be assessed against KSBs that may not naturally occur as part of the observation.
- it allows the apprentice to show case their depth of understanding relating to the KSBs.
- it allows the independent assessor to consider the context and sector that the apprentice operates within, giving flexibility to ensure that all the KSBs can be assessed appropriately.
- it is cost effective, and it allows consideration of the potential need to conduct the EPA remotely.

### Delivery

The **interview** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the **interview**.

- Fishmonger principles and practices
- Customer service and stakeholders
- Organisation and business
- Working with a team

The EPAO must give an apprentice **2 weeks'** notice of the **interview**.

The independent assessor must have at least **2 weeks** to review the supporting documentation.

The apprentice must have access to their **portfolio of evidence** during the **interview**.

The apprentice can refer to and illustrate their answers with evidence from their **portfolio of evidence** however, the **portfolio of evidence** is not directly assessed.

The **interview** must last for **60 minutes**. The independent assessor can increase the time of the **interview** by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least **6 questions**. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully

aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

### **Assessment location**

The **interview** must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The **interview** can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The **interview** should take place in a quiet room, free from distractions and influence.

### **Question and resource development**

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the **interview underpinned by a portfolio of evidence**:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Observation with questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS FOR THE CORE AND THEIR OPTION	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS FOR THE CORE AND THEIR OPTION
<p>(Core) Fishmonger principles and practices K8 K9 K17 K19 S1 S5 S8 S13</p>	<p>Demonstrates how they work safely and hygienically to meet business and legal requirements, preparing, maintaining, and cleaning workplace, workstation, tools, and equipment while adhering to handling and storage requirements from receipt to sale or despatch. (K9, S1, S5, S8)</p> <p>Reviews the quality of the fish or shellfish consistently throughout preparation and processing. (K8, K17)</p>	<p>Identifies fish and shellfish species, assesses their quality and shelf life, and follows the appropriate principles for their preparation and processing. (K8, K17, K19, S13)</p>
<p>(Core) Fish or shellfish processing and preparation K14 K23 S2 S3 S4 S6 B3</p>	<p>Demonstrates the safe use of tools and equipment to hand process fish and prepare a range of specialised fish or shellfish products. (S2, S3, S4)</p> <p>Prioritises the ownership and accountability of tasks to complete the processing of fish or shellfish, and demonstrates the use of digital systems when weighing, packing, and labelling. (K14, K23, S6, B3)</p>	<p>Shows how to handle a range of fish and shellfish and explains what happens if the product is not processed, weighed, packed, or labelled correctly. (K23, S2, S3, S6)</p>
<p>(Core) Customer service and stakeholders K20 S10 B1 B2 B5</p>	<p>Demonstrates the methods used to communicate, collaborate and operate professionally with customers and stakeholders in order to meet their requirements and adapt to circumstances as required. (K20, S10, B1, B2, B5)</p>	<p>None</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS FOR THE CORE AND THEIR OPTION	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS FOR THE CORE AND THEIR OPTION
(Core) Organisation and business K26 S11	Processes and disposes of waste material, reworking or repurposing materials where possible. (K26, S11)	None
(Retail and instore fishmonger) Customer service and stakeholders K27 K28 K29 K30 S14 S15 S16	<p>Describes the counter sales environment and demonstrates how to set up and close fish counter displays and the preparation, production and display of fish products and value-added products to stakeholders' specifications. (K27, K30, S14)</p> <p>Demonstrates methods of communicating with customers which aim to support and increase sales and encourage loyalty before and during the payment process. (K28, S16)</p> <p>Interprets, confirms, and satisfies customer needs through upselling, link selling or promotions to maximise sales and profitability. (K29, S15)</p>	Proactively encourages customer loyalty at each point of sale. (K28)
(Wholesale or processing fishmonger) Organisation and business K34 K35 S17 S19	Explains the parameters of customer and product specifications and shows how they adhere to them during fish processing and preparation including the assessment of the quality of returned products for reuse, rework, or disposal. (K34, K35, S17, S19)	Details customer and product specifications and explains what happens if these are not met during fish processing. (K35, S19)

**Interview underpinned by a portfolio of evidence**

Fail - does not meet pass criteria

<b>THEME KSBS</b>	<b>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</b>	<b>DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS</b>
<p>(Core) Fishmonger principles and practices K1 K2 K3 K4 S12</p>	<p>Outlines the development of the fish sector and how practices have evolved. (K1)</p> <p>Describes the range of fish and shellfish, their harvesting methods and sustainability of stock and how they assess the quality of them. (K2, S12)</p> <p>Details the fish and shellfish supply chain and the factors that impact on seasonability, supply, price, and availability. (K3, K4)</p>	<p>None</p>
<p>(Core) Organisation and business K10 K11 K13 K15 K21 K24 S9</p>	<p>Explains how their work contributes to the success of business aims and objectives and outlines the approach adopted to sustainability and carbon footprint. (K10, K24)</p> <p>Describes the impact of their role in the audit and inspection process. (K15)</p> <p>Outlines the health and safety hazards within their working environment and the business policy and procedures for recording information. (K11, K13)</p> <p>Explains how they handle complaints and resolve problems within their area of responsibility, escalating when appropriate, in line with organisational policies and procedures. (K21, S9)</p>	<p>Details the impact of their role in the audit and inspection process and the impact on the business if they failed an element of the process. (K15)</p>
<p>(Core) Working with a team K16 K25 S7 B4</p>	<p>Explains how they collaborate with others to identify learning</p>	<p>None</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>needs, seek learning opportunities and continuous professional development which supports the working environment. (K16, B4)</p> <p>Demonstrates how they apply the principles of equity, diversity and inclusion in the workplace when supporting the development needs of others. (K25, S7)</p>	
(Retail and instore fishmonger) Customer service and stakeholders K31 K32	<p>Describes the customer profile of the business and their purchasing habits. (K31)</p> <p>Describes the organisation's customer complaints procedure. (K32)</p>	None
(Wholesale or processing fishmonger) Organisation and business K33 K36 S18	Describes how they achieve the required volume and pace of fish or shellfish processing to meet organisational targets for production flow, throughput, quality, and yield. (K33, K36, S18)	None

### Knowledge test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	24
Pass	25	30



## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the **observation with questioning and interview underpinned by a portfolio of evidence** in line with this EPA plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. **To achieve an overall EPA distinction, the apprentice must achieve a distinction in two of the assessment methods (observation with questioning, and the interview underpinned by a portfolio of evidence) and a pass in the knowledge test.**

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

KNOWLEDGE TEST	OBSERVATION WITH QUESTIONING	INTERVIEW UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Fail	Fail	Fail
Pass	Fail	Fail	Fail
Pass	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction

## Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. 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.

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.

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

The apprentice will get a maximum EPA grade of pass **if** they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the training provider</li> <li>• work with the training provider to select the EPAO</li> <li>• 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</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>• provide the EPAO with access to any employer-specific documentation as required for example, company policies</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational standard and EPA plan</li> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>○ apprentices</li> <li>○ employers</li> <li>○ independent assessors</li> <li>○ any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</li> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles</li> </ul>

ROLES	RESPONSIBILITIES
	<p>involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</p> <ul style="list-style-type: none"> <li>• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• monitor the performance of all their independent assessors and provide additional training where necessary</li> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• arrange a suitable venue for the EPA</li> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded</li> <li>• maintain and apply a policy for conducting appeals</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider,</li> </ul>

ROLES	RESPONSIBILITIES
	<p>specifically, they must not receive a personal benefit or detriment from the result of the assessment</p> <ul style="list-style-type: none"> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship’s occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice’s progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• work with the employer to select the EPAO</li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> </ul>
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider</li> <li>• mark test answers in line with the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice</li> <li>• invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 3 years or significant experience of the occupation or sector

## Value for money

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

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

This apprenticeship aligns with:

- The Worshipful Company of Fishmongers for Recognised Fishmonger



## Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K1: Core.</b> The development of the modern fish and shellfish industry including its values, culture, traditions.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K2: Core.</b> The range of commercially available fish and shellfish, harvesting methods, sustainability, and fish stocks.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K3: Core.</b> The fish and shellfish supply chain.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K4: Core.</b> Seasonality and supply, and the factors that impact on condition, price, availability, and demand.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K5: Core.</b> Safe handling and storage of fish and shellfish from intake to sale or despatch.</p>	<p>Knowledge test</p>
<p><b>K6: Core.</b> The principles of food safety, Hazard Analysis Critical Control Point (HACCP), allergens, and product safety and their responsibilities within their working environment.</p>	<p>Knowledge test</p>
<p><b>K7: Core.</b> Stock management, product pricing, traceability, and quality assurance.</p>	<p>Knowledge test</p>
<p><b>K8: Core.</b> The principles of preparing and processing fish and shellfish.</p>	<p>Observation with questioning</p>
<p><b>K9: Core.</b> Preparation, maintenance, and cleaning of the workplace, workstation, tools, and equipment, ensuring they meet business and legal requirements.</p>	<p>Observation with questioning</p>
<p><b>K10: Core.</b> The business aims and objectives and how their work contributes to the success of the business.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K11: Core.</b> Health and safety and hazards within their working environment.</p>	<p>Interview underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K12: Core.</b> Relevant legislation and regulations such as food safety and allergens, environmental and data protection and how they impact on their role.</p>	<p>Knowledge test</p>
<p><b>K13: Core.</b> Business policy and procedures on recording information such as temperatures, health food marks.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K14: Core.</b> The operation of IT and digital systems, and the software used in their business.</p>	<p>Observation with questioning</p>
<p><b>K15: Core.</b> The impact of their role in the audit and inspection process.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K16: Core.</b> The development needs of colleagues and team members.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K17: Core.</b> The methods used for assessing the quality of fish or shellfish.</p>	<p>Observation with questioning</p>
<p><b>K18: Core.</b> Where to source information on fish and shellfish.</p>	<p>Knowledge test</p>
<p><b>K19: Core.</b> Guidance on the shelf life of fish and shellfish.</p>	<p>Observation with questioning</p>
<p><b>K20: Core.</b> Communication techniques.</p>	<p>Observation with questioning</p>
<p><b>K21: Core.</b> Resolution of problems within their area of responsibility and escalate where necessary.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K22: Core.</b> Fish and shellfish species identification.</p>	<p>Knowledge test</p>
<p><b>K23: Core.</b> How to weigh, pack, and label fish and shellfish.</p>	<p>Observation with questioning</p>
<p><b>K24: Core.</b></p>	<p>Interview underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
The business approach to sustainability and its carbon footprint such as approaches to responsible product sourcing, waste reduction and recycling.	
<b>K25: Core.</b> Principles of equity, diversity and inclusion in the workplace and their impact on the organisation or team.	Interview underpinned by a portfolio of evidence
<b>K26: Core.</b> The methods for the processing and disposal of waste material.	Observation with questioning
<b>K27: Retail and instore fishmonger.</b> The principles of setting up, maintaining and closing retail displays.	Observation with questioning
<b>K28: Retail and instore fishmonger.</b> Methods of communicating with customers, to support and increase sales, and encourage customer loyalty.	Observation with questioning
<b>K29: Retail and instore fishmonger.</b> The principles of selling fish and shellfish, profitability and how to maximise sales.	Observation with questioning
<b>K30: Retail and instore fishmonger.</b> The counter sales environment such as completing the sale, providing information on cooking methods, cash administration and the counter display.	Observation with questioning
<b>K31: Retail and instore fishmonger.</b> The customer profile of the business and typical customers' purchasing habits.	Interview underpinned by a portfolio of evidence
<b>K32: Retail and instore fishmonger.</b> The organisation's customer complaints procedure.	Interview underpinned by a portfolio of evidence
<b>K33: Wholesale or processing fishmonger.</b> Organisation targets for production flow, throughput, quality, and yield and how to achieve them while processing fish or shellfish.	Interview underpinned by a portfolio of evidence
<b>K34: Wholesale or processing fishmonger.</b> The assessment of the suitability of returned or rejected products for reuse, rework, or disposal.	Observation with questioning

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K35:</b> Wholesale or processing fishmonger. The parameters of customer and production specifications.</p>	<p>Observation with questioning</p>
<p><b>K36:</b> Wholesale or processing fishmonger. The volume and pace of fish processing required to meet targets.</p>	<p>Interview underpinned by a portfolio of evidence</p>
SKILL	ASSESSMENT METHODS
<p><b>S1:</b> Core. Adhere to safe handling and storage requirements from receipt to sale or despatch, such as stock rotation, quality assessment, temperature control, monitoring and minimising risk of cross-contamination.</p>	<p>Observation with questioning</p>
<p><b>S2:</b> Core. Hand process fish including filleting, skinning (fillets), and portioning.</p>	<p>Observation with questioning</p>
<p><b>S3:</b> Core. Prepare a range of specialised fish or shellfish products such as pockets, canoes, paves, skinned whole fish, dressed crabs, or shucked bivalves.</p>	<p>Observation with questioning</p>
<p><b>S4:</b> Core. Use tools and equipment safely in the handling, preparation, and processing of fish or shellfish.</p>	<p>Observation with questioning</p>
<p><b>S5:</b> Core. Prepare and maintain the workplace, workstation, tools and equipment, ensuring they meet business and legal requirements.</p>	<p>Observation with questioning</p>
<p><b>S6:</b> Core. Complete the processing of fish or shellfish, including weighing, packing, and labelling.</p>	<p>Observation with questioning</p>
<p><b>S7:</b> Core. Support the development of colleagues and team members which supports equity, diversity, and inclusion in the workplace.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S8:</b> Core. Work safely and hygienically.</p>	<p>Observation with questioning</p>
<p><b>S9:</b> Core. Handle complaints and resolve problems appropriate to business policy and procedures.</p>	<p>Interview underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p><b>S10:</b> Core. Communicate with customers or colleagues.</p>	<p>Observation with questioning</p>
<p><b>S11:</b> Core. Process and dispose of waste material, rework or repurpose material.</p>	<p>Observation with questioning</p>
<p><b>S12:</b> Core. Assess the quality of fish or shellfish using objective methods such as the TORRY sensory assessment scheme or Quality Index Method (QIM).</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S13:</b> Core. Identify fish and shellfish species.</p>	<p>Observation with questioning</p>
<p><b>S14:</b> Retail and instore fishmonger. Display fish or shellfish for retail sale.</p>	<p>Observation with questioning</p>
<p><b>S15:</b> Retail and instore fishmonger. Sell fish or shellfish by interpreting, confirming and satisfying customer needs, through upselling, link selling and promotions.</p>	<p>Observation with questioning</p>
<p><b>S16:</b> Retail and instore fishmonger. Complete payment process relevant to the business.</p>	<p>Observation with questioning</p>
<p><b>S17:</b> Wholesale or processing fishmonger. Assess the suitability of returned or rejected product for reuse, rework, or disposal.</p>	<p>Observation with questioning</p>
<p><b>S18:</b> Wholesale or processing fishmonger. Achieve organisational targets for production flow, throughput, quality and yield.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S19:</b> Wholesale or processing fishmonger. Adhere to production specifications and targets.</p>	<p>Observation with questioning</p>
BEHAVIOUR	ASSESSMENT METHODS
<p><b>B1:</b> Core. Operates professionally with integrity and confidentiality.</p>	<p>Observation with questioning</p>
<p><b>B2:</b> Core. Works collaboratively and shares knowledge with colleagues and stakeholders.</p>	<p>Observation with questioning</p>

BEHAVIOUR	ASSESSMENT METHODS
<b>B3: Core.</b> Has accountability and takes responsibility and ownership of their tasks and workload.	Observation with questioning
<b>B4: Core.</b> Seeks learning opportunities and continuous professional development.	Interview underpinned by a portfolio of evidence
<b>B5: Core.</b> Works flexibly and adapts to circumstances.	Observation with questioning

## Mapping of KSBs to grade themes

### Observation with questioning

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>(Core) Fishmonger principles and practices K8 K9 K17 K19 S1 S5 S8 S13</p>	<p>The principles of preparing and processing fish and shellfish. (K8)</p> <p>Preparation, maintenance, and cleaning of the workplace, workstation, tools, and equipment, ensuring they meet business and legal requirements. (K9)</p> <p>The methods used for assessing the quality of fish or shellfish. (K17)</p> <p>Guidance on the shelf life of fish and shellfish. (K19)</p>	<p>Adhere to safe handling and storage requirements from receipt to sale or despatch, such as stock rotation, quality assessment, temperature control, monitoring, and minimising risk of cross-contamination. (S1)</p> <p>Prepare and maintain the workplace, workstation, tools, and equipment, ensuring they meet business and legal requirements. (S5)</p> <p>Work safely and hygienically. (S8)</p> <p>Identify fish and shellfish species. (S13)</p>	<p>None</p>
<p>(Core) Fish or shellfish processing and preparation K14 K23 S2 S3 S4 S5 S6 B3</p>	<p>The operation of IT and digital systems, and the software used in their business. (K14)</p> <p>How to weigh, pack, and label fish and shellfish. (K23)</p>	<p>Hand process fish including filleting, skinning (fillets), and portioning. (S2)</p> <p>Prepare a range of specialised fish or shellfish products such as pockets, canoes, paves, skinned whole fish, dressed crabs, or shucked bivalves. (S3)</p> <p>Use tools and equipment safely in the handling, preparation, and processing of fish or shellfish. (S4)</p> <p>Complete the processing of fish or shellfish, including weighing, packing, and labelling. (S6)</p>	<p>Has accountability and takes responsibility and ownership of their tasks and workload. (B3)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>(Core) Customer service and stakeholders K20 S10 B1 B2 B5</p>	<p>Communication techniques. (K20)</p>	<p>Communicate with customers or colleagues. (S10)</p>	<p>Operates professionally with integrity and confidentiality. (B1)</p> <p>Works collaboratively and shares knowledge with colleagues and stakeholders. (B2)</p> <p>Works flexibly and adapts to circumstances. (B5)</p>
<p>(Core) Organisation and business K26 S11</p>	<p>The methods for the processing and disposal of waste material. (K26)</p>	<p>Process and dispose of waste material, rework or repurpose material. (S11)</p>	<p>None</p>
<p>(Retail and instore fishmonger) Customer service and stakeholders K27 K28 K29 K30 S14 S15 S16</p>	<p>The principles of setting up, maintaining, and closing retail displays. (K27)</p> <p>Methods of communicating with customers, to support and increase sales, and encourage customer loyalty. (K28)</p> <p>The principles of selling fish and shellfish, profitability and how to maximise sales. (K29)</p> <p>The counter sales environment such as completing the sale, providing information on cooking methods, cash administration and</p>	<p>Display fish or shellfish for retail sale. (S14)</p> <p>Sell fish or shellfish by interpreting, confirming, and satisfying customer needs, through upselling, link selling and promotions. (S15)</p> <p>Complete payment process relevant to the business. (S16)</p>	<p>None</p>



KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	the counter display. (K30)		
(Wholesale or processing fishmonger) Organisation and business K34 K35 S17 S19	The assessment of the suitability of returned or rejected products for reuse, rework, or disposal. (K34)  The parameters of customer and production specifications. (K35)	Assess the suitability of returned or rejected product for reuse, rework, or disposal. (S17)  Adhere to production specifications and targets. (S19)	None

### Interview underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Fishmonger principles and practices K1 K2 K3 K4 S12	The development of the modern fish and shellfish industry including its values, culture, traditions. (K1)  The range of commercially available fish and shellfish, harvesting methods, sustainability, and fish stocks. (K2)  The fish and shellfish supply chain. (K3)  Seasonality and supply, and the factors that impact on condition, price, availability, and demand. (K4)	Assess the quality of fish or shellfish using objective methods such as the TORRY sensory assessment scheme or Quality Index Method (QIM). (S12)	None
(Core) Organisation and business K10 K11 K13 K15 K21 K24	The business aims and objectives and how their work contributes to the	Handle complaints and resolve problems appropriate to business	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
S9	<p>success of the business. (K10)</p> <p>Health and safety and hazards within their working environment. (K11)</p> <p>Business policy and procedures on recording information such as temperatures, health food marks. (K13)</p> <p>The impact of their role in the audit and inspection process. (K15)</p> <p>Resolution of problems within their area of responsibility and escalate where necessary. (K21)</p> <p>The business approach to sustainability and its carbon footprint such as approaches to responsible product sourcing, waste reduction and recycling. (K24)</p>	policy and procedures. (S9)	
(Core) Working with a team K16 K25 S7 B4	<p>The development needs of colleagues and team members. (K16)</p> <p>Principles of equity, diversity and inclusion in the workplace and their impact on the organisation or team. (K25)</p>	Support the development of colleagues and team members which supports equity, diversity, and inclusion in the workplace. (S7)	Seeks learning opportunities and continuous professional development. (B4)
(Retail and instore fishmonger) Customer	The customer profile of the business and typical	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
service and stakeholders K31 K32	customers' purchasing habits. (K31)  The organisation's customer complaints procedure. (K32)		
(Wholesale or processing fishmonger) Organisation and business K33 K36 S18	Organisation targets for production flow, throughput, quality, and yield and how to achieve them while processing fish or shellfish. (K33)  The volume and pace of fish processing required to meet targets. (K36)	Achieve organisational targets for production flow, throughput, quality, and yield. (S18)	None

## Supporting information

### External quality assurance

Option selected: Ofqual

### Involved employers

Cross of York, Seafoods (Burnham on Sea), Wellgate Fisheries, Hodgson Fish, Jenkins and Sons, Morrisons Produce Ltd, Booths Supermarket, Bidfresh, Steins Seafood Bar & Fishmongers, Off the hook, Flying fish, Bells Seafoods, Latimers Seafoods, Marr Fish, Cooper Foods, Stickleback fish, Sofina Fine Foods, Passionate about fish, Solent Seafoods

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