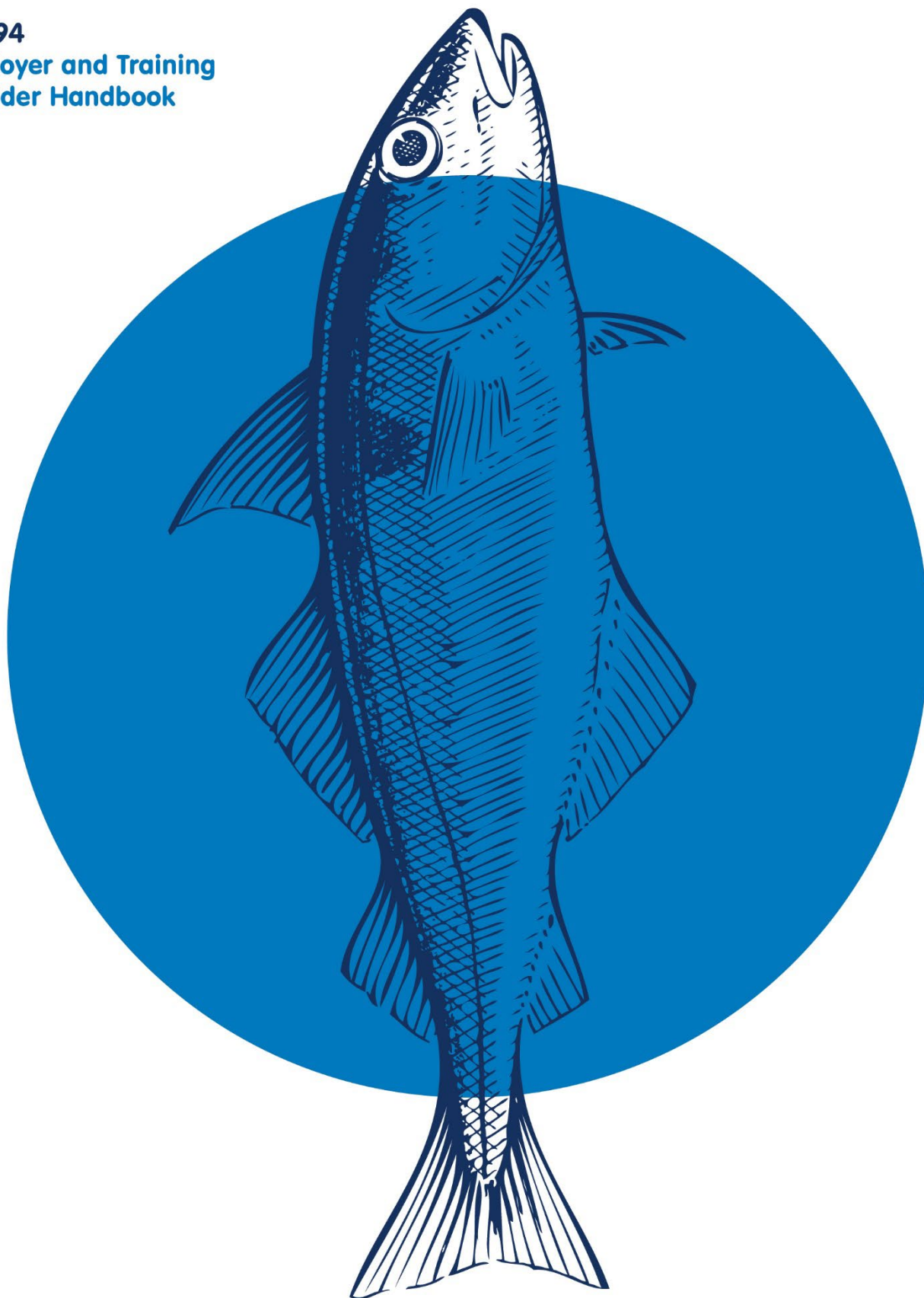


Level 2 End-point Assessment for Fishmonger



ST0194
Employer and Training
Provider Handbook



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Document History

The Employer and Training Provider Handbook is subject to regular revision and is maintained and version controlled electronically.

The change log summarises changes to the document from January 2020 onwards. Previous changes were recorded separately and are held by the Quality Director.

Date	Section	Change
16.01.2020	1.7, p.24	Updated supplementary evidence guidance
11.03.2020	1.7, pages 21-28	Grading criteria for activities within PO expanded to indicate specific requirements for Pass and Outstanding points
10.11.2020	1.7, page 20	Need for live oysters or scallops to demonstrate required shucking skills
04.10.2021	Page 23	Additional guidance around tools to be used for crab dressing
16.08.2022	Annex 1	Additional guidance around the use of supplementary evidence for the dressing of crab/lobster.
07/03/2023	Various	<ul style="list-style-type: none"> Removed Appendix 5 JCQ Guidelines Updated FDQ telephone number Removed reference to EQA fee
19/06/2023	Various	<ul style="list-style-type: none"> Updated 1.2 Workplace/Venue Visit Updated 1.7 Practical Observation Updated 1.10 Reasonable Adjustments Added J Cut & V Cut to the Glossary Added 'FDQ representative conducting today's site visit' to Appendix 3

Section 1: Level 2 End-point Assessment for Fishmonger ST0194 Employer and Training Provider Handbook

This document is to give all parties guidance, support and a full understanding of the Fishmonger Standard EPA requirements.

This document should be read in conjunction with FDQ's assessment policies and procedures, found at www.fdq.org.uk/aboutpolicies/

1.1 Apprentice readiness for EPA

12 weeks prior to the EPA taking place, the training provider/employer or both, in conjunction with the apprentice will agree that they have completed the requirements below and are ready for their end-point assessment. The employer, training provider and employer is required to confirm readiness for EPA by completing the Gateway declaration form. This will confirm that the apprentice has met the core knowledge, skills and behaviours set out in the Fishmonger Apprenticeship Standard. The training provider/employer will contact FDQ to request the EPA and it will be their responsibility to ensure the mandatory requirements set out below have been achieved prior to the EPA taking place:

- Functional skills in English and Maths at Level 1
- Evidence of attempting the Level 2 English and Maths tests e.g. record of attendance or registration (if not already achieved)

The training provider should upload evidence of achievement of the above to FDQ Awards as part of the Gateway declaration.

1.2 Workplace/Venue Visit

This will be conducted by the End Point Assessment Manager (EPAM) to introduce the service and meet all parties involved. This includes the employer, training provider and the apprentice, to assess and agree readiness of the apprentice for EPA. The EPAM will:

- review the suitability of the venue for EPA and that minimum requirements are met (See appendix 1). Wherever possible, the EPA will take place in the apprentice's workplace. However, if this is not possible, FDQ may agree to an alternative venue.

- ensure that the apprentice is not disadvantaged in any way and is assessed in a fair, safe and robust environment.
- agree a suitable date and time for the EPA and agree an outline of the day's events (See appendix 2).
- agree a suitable format for the Practical Observation to enable the apprentice to demonstrate the required activities, as well as a quiet area/room for assessing supplementary evidence, answering mandatory questions and conducting the Professional Dialogue and Interview.

An apprentice guide to the EPA is also available for the apprentice.

1.3 Fee and payment terms

FDQ is required to have a transactional agreement with the training provider for the EPA services that are commissioned for the apprentice. FDQ will act on behalf of the apprentice's employer and at the point of entering the Gateway the EPA fee will be discussed and agreed with all parties. FDQ has a fees policy for each of the standards we offer.

When the apprentice has entered the Gateway and the EPA date is set, FDQ will issue a contract & payment schedule to the training provider who will sign and return within 10 days. An invoice will normally be issued to the training provider prior to appointed date of the EPA with a 30 day payment expectation.

1.4 End-point Assessment Day

The apprentice should arrive at least 30 minutes prior to start time of the EPA. This will enable them to prepare themselves for the assessment, allowing preparation time for PPE to be put on and for any required tools and equipment to be obtained.

The EPA comprises three parts starting with the Knowledge Test (KT), which will normally take place on a date prior to the Practical Observation (PO) and Professional Dialogue and Interview (PDI). See appendix 2: Example timetable for EPA Day.

The example timetable will give an understanding of the days' events and running order.

This will ensure the apprentice has a full understanding of what will take place during the EPA. The arrival and departure times are for **guidance only**. Timings will be agreed with the Independent Examiner during the initial visit. Note that the KT **may** be

scheduled on a day prior to the main EPA components, if this is convenient for all parties.

The EPA must be completed within 12 weeks of the EPA Gateway.

1.5 Assessment Methods

EPA Assessment Method	Key
Knowledge Test (Multiple Choice Questions and Extended Answer Questions)	KT (MCQ and EAQ)
Practical Observation	PO
Professional dialogue & interview	PDI

Standard Ref	Knowledge to be assessed	Assessment Method		
		KT	PO	PDI
K1	The history and development of the fish and shellfish sector	•		
K2	The range of commercially available fish and shellfish species, harvesting methods and fish stocks	•		
K3	The fish and shellfish supply chain	•		
K4	Seasonality and supply and the factors that impact on price and availability	•		
K5	Safe handling and storage of fish and shellfish from receipt to sale, including opening and closing a fish display counter	•	•	
K6	The principles of product food safety	•		
K7	Stock control, product pricing, traceability and quality assurance	•	•	

K8	Preparation of the different types of fish and shellfish for retail display and sale	•	•	
K9	The principles of displaying fish and shellfish for sale	•	•	
K10	Customer requirements, and how to meet their expectations; Complaints	•	•	•
K11	The principles of selling fish and shellfish, profitability and how to maximise sales	•	•	
K12	How to process the sale of fish and shellfish including weighing, packing and labelling	•	•	
K13	The factors that impact on the commercial success of the business	•		•
K14	Basic cooking methods – recipes for a variety of fish and shellfish	•		
K15	Health and safety within the working environment	•	•	
Standard Ref	Skills to be assessed	KT	PO	PDI
S1	Adherence with safe handling and storage requirements from receipt to sale, including stock rotation, quality assessment, temperature control and monitoring and avoiding cross-contamination		•	
S2	The ability to hand prepare fish including removing fish scales, gutting, filleting, boning, pocketing, canoeing and skinning		•	
S3	The ability to hand prepare shellfish including dressing and shucking		•	
S4	Display fish and shellfish for retail sale		•	
S5	An ability to sell fish and shellfish by interpreting and satisfying customer needs, through upselling/link selling and promotions		•	

S6	Process the sale of fish and shellfish, including portioning, preparing, weighing, packing, labelling and processing payments relevant to the business		•	
S7	Use tools and equipment safely in the handling, preparation and sale of fish and shellfish		•	
S8	Work safely and hygienically in the handling, preparation and sale of fish and shellfish		•	
S9	Handle complaints and resolve problems appropriate to business policy and procedures			•
S10	Communicate effectively with customers and colleagues		•	
Standard Ref	Behaviours to be assessed	KT	PO	PDI
B1	Safe Working: ensures safety of self and others, addresses safety issues and concerns		•	
B2	Hygienic working: follows food safety procedures and policies, address food safety issues and concerns		•	
B3	Ownership of work: accepts responsibility and is proactive		•	•
B4	Pride in work: integrity, aims for excellence, punctual and reliable		•	
B5	Self-development: seeks learning and development opportunities			•
B6	Integrity and respect: for all colleagues		•	
B7	Working in a team: builds good relationships with others			•
B8	Problem solving: identifies and participates in problem solving		•	•
B9	Responsiveness to change: flexibility to changing environment and demands			•

B10	Company/industry perspective: desire to learn about own company and food industry, acts as an ambassador			•
B11	Effective Communication: confident and professional engagement with others, listens effectively, receives feedback		•	

1.6 Knowledge Test (KT)

The Knowledge Test carries a weighting of 20% within the overall apprenticeship grade.

- The Knowledge Test consists of 50 Multiple Choice Questions (MCQs) and 10 extended answer questions (EAQs). The apprentice will be given 90 minutes to complete the test, which will be carried out under normal exam conditions. The Knowledge Test will be administered as a paper or on-screen test, this will be agreed with the employer/training provider at the initial meeting.
- If there are two or more apprentices attending the EPA day they may sit the exam as a group which will also take place under normal exam conditions.
- FDQ recommend that if the apprentice completes the knowledge test well within the mandatory 90 minutes then they must read through their test paper to ensure they agree with the answers that they have given.
- On completion of the Knowledge Test papers or devices will be collected, secured and marked.

Time

90 minutes are allowed to complete the test.

Number of Questions

Number of questions in the test: 50 MCQs and 10 EAQs

Venue

The Knowledge Test must take place in a quiet area, away from distractions.

Assessment Specification

The test specification for the Knowledge Test component of the EPA is found below.

The test specification will help centres and tutors to prepare their apprentices for the EPA Knowledge Test.

The test specification below shows the total number of MCQs for each knowledge statement in the Fishmonger Apprenticeship Standard, giving 50 MCQs in total. It also shows which of the 15 knowledge statements will be tested by EAQs, giving 10 EAQs in total.

Section A: one correct answer for each question must be selected from the choice a, b, c, or d.

Section B: Please limit each of your answers to 75 words or less.

Expanded guidance on the subjects/topics that may be tested for each range statement is provided.

Standard Ref	Knowledge statement	Range		No of MCQs	Total No of MCQs	Total No of EAQs
K1	The history and development of the fish and shellfish sector	1.1	Famous markets and auctions, their history and how they operate; trades guilds and trade bodies	1	2	0
		1.2	Changes to fishing equipment, methods and supply of main species over last 100 years	1		
K2	The range of commercially available fish and shellfish species, harvesting methods and fish stocks	2.1	Fish and shellfish types, groups and species; examples of pelagic and demersal fish; examples of crustaceans and molluscs; typical geographic origin	1	3	1
		2.2	Harvesting methods for a range of fish and shellfish	1		
		2.3	Factors affecting fish stocks; main fishing areas relevant to UK supply	1		
K3	The fish and shellfish supply chain	3.1	Size (value/weight) and consumption figures for the UK fish and shellfish market; EU legislation and quotas; sustainability and environmental factors	1	2	1

		3.2	Structure of the UK fish and shellfish supply chain; location of fish markets and auctions in the UK; imports; methods of transportation and handling	1		
K4	Seasonality and supply and the factors that impact on price and availability	4.1	Seasonality of a range of fish	1	3	1
		4.2	Seasonality of a range of shellfish	1		
		4.3	Factors that affect price and availability	1		
K5	Safe handling and storage of fish and shellfish from receipt to sale, including opening and closing a fish display counter	5.1	Safe handling of fish and shellfish throughout the supply chain	1	4	1
		5.2	Storage of fish and shellfish throughout the supply chain	1		
		5.3	Opening and maintaining a fish counter; food safety considerations	1		
		5.4	Closing a fish counter; food safety considerations	1		
K6	The principles of product food safety	6.1	The importance of food safety procedures; types of food safety procedures e.g. hand washing, date codes of ingredients and finished product	1	5	1
		6.2	Food Safety Act 1990, legal requirement for HACCP	1		
		6.3	Types of food safety hazards; reporting food safety hazards	1		
		6.4	The importance of keeping the work area clean and tidy	1		
		6.5	Cleaning routines; cross contamination	1		

K7	Stock control, product pricing, traceability and quality assurance	7.1	Importance of stock control and systems for rotation of stock	1	4	1
		7.2	Product pricing and ticketing; allergen labelling	1		
		7.3	Definition and importance of traceability; use of Health marks on shellfish; traceability accreditation schemes; staff responsibilities for traceability	1		
		7.4	Importance of quality assurance – characteristics and reasons for fish quality deterioration; systems for assessing fish quality	1		
K8	Preparation of the different types of fish and shellfish for retail display and sale	8.1	Preparation of whole fish, fillets and portions for retail display and sale	1	4	1
		8.2	Preparation of shellfish for retail display and sale	1		
		8.3	The range of equipment used by fishmongers and methods of use	1		
		8.4	Preparation of added value fish and shellfish products for retail display and sale	1		
K9	The principles of displaying fish and shellfish for sale	9.1	Display methods for whole and filleted fish	1	4	1
		9.2	Display methods for shellfish	1		
		9.3	Managing a display of fish and shellfish; replenishment of stock on display	1		
		9.4	Display of raw and cooked fish and shellfish; display of smoked fish	1		

K10	Customer requirements and how to meet their expectations; complaints	10.1	Customer service and interaction with the public; importance of personal presentation and product knowledge; speed of service and attention to customer enquiries	1	2	0
		10.2	Dealing with customer complaints; following procedures; understanding the customer's viewpoint; finding a solution	1		
K11	The principles of selling fish and shellfish, profitability and how to maximize sales	11.1	Importance of understanding customer requirements and preferences; knowledge of seasonality, trends and tastes	1	4	1
		11.2	Importance of wastage control; factors that influence wastage; the fishmonger's role in controlling waste	1		
		11.3	Upselling of associated products to improve profitability; importance of promotions and distinguishing between lower and higher value items	1		
		11.4	Markdown of products; importance of following procedures; disposal of product at end of life	1		
K12	How to process the sale of fish and shellfish including weighing, packing and labelling	12.1	Weighing of products; weighing regulations; UK weight units of measure; types of equipment	1	3	1
		12.2	Packing of fish and shellfish: types of packaging and wrapping; the importance of correct wrapping and sealing	1		

		12.3	Legal requirements for labelling; date coding of products	1		
K13	The factors that impact on the commercial success of the business	13.1	Importance of repeat customer; the fishmonger's role in encouraging customer loyalty	1	2	0
		13.2	Company reputation: the fishmonger's responsibilities in upholding the image and values of the company	1		
K14	Basic cooking methods – recipes for a variety of fish and shellfish	14.1	Cooking methods for white fish including round and flat: whole and fillets	1	3	0
		14.2	Cooking methods for oily fish – whole, fillets, portions	1		
		14.3	Cooking methods for shellfish	1		
K15	Health and safety within the working environment	15.1	Health and safety legislation and the importance of health and safety procedures	1	5	0
		15.2	Definitions of hazard and risk; recognition of the main safety hazards and risks in the working environment	1		
		15.3	Control of health and safety risks in the workplace e.g. following signage, risk assessments, safety guards, PPE	1		
		15.4	Hazardous substances and control e.g. safe storage and use	1		
		15.5	Accidents in the workplace: avoidance and procedures; first aid	1		
Total				50	50	10
Mark allocation				100 marks	100 marks	

Grading Criteria and Marks

The total available marks for the Knowledge Test is 200. The pass mark is 120. The test is not graded fail, pass, merit or distinction in its own right. The total marks gained from the Knowledge Test contribute 20% towards the EPA grade.

Marking the Knowledge Test	
MCQ	EAQ
50 questions	10 questions
2 marks for each correct answer	10 marks available for each correct answer
100 marks available	100 marks available
Total marks available (MCQ+EAQ) = 200	

Grade Boundaries

Marking the Knowledge Test	
Pass/fail	Marks
Fail	Less than 120
Pass	120 or more

Sample Questions

A number of sample MCQ and EAQ can be found below. A full sample test is also available. It will be of benefit to the apprentice to practise answering both types of question before the EPA test. Each of the 50 MCQ has just **one** correct answer and each question is allocated 2 marks. FDQ maintains a large bank of MCQ and EAQ that are randomly selected to create individual tests. The Knowledge Test will cover all aspects of the fishmonger role, focussing on the 15 knowledge statements in the standard (see below for full list of knowledge statements and the indicative range of content that is included).

EAQ are used to test more in-depth knowledge. Apprentices should pay attention to the requirement of the five EAQ questions, for example, list, describe or state their answer,

as well as the specific award of marks stated in the question (see examples below). Sufficient detail should be provided to warrant the award of 10 marks in each answer.

Sample MCQ:

Question 1

Which of the following is the recommended maximum temperature for a fish storage chiller?

- a. -18° C
- b. 0° C
- c. +4° C
- d. +10° C

Answer = C

Question 2

What is the most common method for fishing for mackerel?

- a. Pelagic trawling.
- b. Purse seining.
- c. Beam trawling.
- d. Gill netting.

Answer = A

Question 3

Why should protective clothing be worn in a food business?

- a. To present a good company image.
- b. To keep personal clothing clean.
- c. To identify employees easily.
- d. To protect the food product from contamination.

Answer = D

Question 4

What is the name given to cooking fish in gently simmering liquid?

- a. Poaching.
- b. Grilling.
- c. Frying.
- d. Baking.

Answer = A

Question 5

Which of the following is the main reason that pests must be prevented from entering food premises?

- a. Because customers would object.
- b. Because they could eat ingredients and products.
- c. Because they would disrupt workers from getting on with their job.
- d. Because they could spread disease.

Answer = D

Sample EAQ:

Question 1

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

Example answer:

Beam trawl – plaice and other flat fish

Gillnet – seabass

Otter trawl – cod

Scallop dredge – king scallops

Longline – haddock, cod, ling

Question 2A

Describe the key differences between a filleting knife and a boning knife (5 marks available)

Question 2B

List 5 other items of equipment commonly used by fishmongers to prepare fish and shellfish (1 mark available for each item)

Example answer:

- A. A filleting knife has a thinner and much more flexible blade than a boning knife. (2 marks awarded). A boning knife is used for cutting through bones without losing its edge (1 mark awarded), while a filleting knife is ideal for filleting and skinning (1 mark awarded). A boning knife can be used for filleting as well as steaking small fish (1 mark awarded). (5 marks awarded).
- B. Other fishmonger equipment:
Steak knife, Fish scaler, Scissors, Oyster knife, Steel
(5 marks awarded).

The KT may be taken on-line or as a paper-based test at the assessment centre. FDQ provides sample papers for centres which are available from FDQAwards.

1.7 Practical Observation (PO)

- The Practical Observation (PO) carries a **weighting of 50%** within the overall apprenticeship grade.
- The Independent Examiner will carry out the Practical Observation within the workplace on a **one-to-one basis, which may be photographed or video recorded** at key stages if agreeable with the employer and apprentice
- Up to **6 pieces of supplementary evidence** can be supplied by the apprentice, which evidence the skills required (see below for Rules of Compliance when producing supplementary evidence).
- The PO will include a **questioning session** immediately after the observation by the Independent Examiner, **which will be audio recorded** for evidence and moderation activities (the Independent Examiner may ask questions during the observation, but these will not be audio recorded).

The instructions below will be given to the apprentice prior to the EPA.

- The apprentice will be asked to complete 10 activities, the content of which may vary between apprentices, plus an additional mandatory questioning session.
- The location and setting for the activities will be agreed in the Independent Examiner pre-meeting and ensure that all criteria are able to be carried out.
- If the Independent Examiner decides that it has not been possible to judge competence on a particular criterion, then the Independent Examiner will ask an appropriate question to make a judgement, in addition to the mandatory questions.
- Questions to support the observation will be audio recorded for evidence and moderation purposes (with apprentice permission).
- The timing of the observation in each location will be agreed at the Independent Examiner pre-meeting.

Time

The apprentice will have a period of 6.5 hours to complete all activities in the practical observation, which may be broken down into two or more sessions. This time will include the review of supplementary evidence as well as questioning of the apprentice (see appendix 2).

Before the practical test starts, the apprentice will be given 10 minutes to select and put on the correct Personal Protective Equipment (PPE).

Venue

The assessment must be taken in the workplace under FDQ's assessment conditions. It is vitally important that the employer:

- informs the relevant managers and personnel that assessments are to be carried out in the workplace
- ensures the apprentice is available and **relieved from normal duties** for the duration of the Practical Observation
- ensures that PPE, equipment and the **necessary raw materials are available** (see list of raw materials required in below)
- ensures that the assessment is **not interrupted**
- provides a quiet area for questions to be asked during/immediately after the practical observation.

Tools, Equipment and Materials

Raw materials required for the Practical Observation	
1.	Range of whole and filleted fish to meet normal trading requirements, to include: White, oily, smoked, round and flat fish.
2.	Whole round fish for hand preparation: A minimum of 3 species of whole round fish for hand preparation: For example: Cod, haddock, salmon, trout, whiting, mackerel (apprentice will be asked to prepare two species).
3.	Flat fish for hand preparation: A minimum of 3 species of whole flat fish for hand preparation: For example: lemon sole, plaice, dab, brill, turbot, flounder (apprentice will be asked to prepare two species).
4.	Shellfish for hand preparation (if not selected for Supplementary Evidence) One cooked lobster or crab Five live oysters or five scallops or a combination of both. N.B. live bivalves are required in order to display the required skills

Assessment Specification

The following activities will be assessed in the Practical Observation assessment. The apprentice will be assessed on tidying, cleaning and maintaining the work environment **both** during the activities **and** at the end of their test.

- adherence with safety and regulatory practices throughout observation.
- prepare the work area for fishmonger activities
- assess fish and shellfish stock prior to use
- display and manage fish and shellfish for retail sale
- hand prepare a range of fish and shellfish for retail sale
- serve customers effectively
- process the sale of fish
- close down a fish display counter.

Fishmonger Practical Observation assessment specification

Activity 1: Comply with health and food safety K5, K15, S1,	Areas assessed: Preparation, tidying, cleaning and maintenance of the work environment and themselves, both during the activities and at the end of the assessment.	
	Pass (2 marks available)	Outstanding (1 mark available)
	<ul style="list-style-type: none"> • Washes hands often and pays attention to personal hygiene. • Works safely: pays attention to health and safety and food safety risks. 	<ul style="list-style-type: none"> • Maintains themselves with clean and appropriate PPE throughout the day.
Activity 2: Handle and manage stock of fish and shellfish K5, K7, S1, S8	Areas assessed: Checking of deliveries Quality assessment of fish Rotation of fish and shellfish stock in preparation for display Maintenance and recording of temperature control Personal hygiene	
	Pass (4 marks available)	Outstanding (3 marks available)
	<ul style="list-style-type: none"> • Uses FIFO stock control principles • Uses physical quality assessment of fish to identify good and bad quality • Maintains temperature control of displayed fish 	<ul style="list-style-type: none"> • Understands when and how checks on stock quality should be made • Understands how quality and shelf-life affect stock rotation
Activity 3: Set up a retail fish display counter K5, K7, K9, S1, S4, , B3, B4	Areas assessed: Set up and maintenance of a 2m iced display of fish and shellfish Preparation of the counter with stock against an agreed plan Use of price and product information ticketing Replenishment of the display when required	
	Pass (3 marks available)	Outstanding (3 marks available)

	<ul style="list-style-type: none"> • Identifies species of fish/shellfish correctly • Uses FIFO stock rotation • Follows a counter display plan • Maintains display temperature throughout trading hours 	<ul style="list-style-type: none"> • Designs a safe and effective display using FIFO principles • Maintains display by anticipating demand throughout trading hours and prior to any seasonal events (e.g, Easter/Valentine’s Day/Christmas)
<p>Activity 4: Hand prepare a variety of fish K5, K8, S2, S7, B1 B2, B3, B4</p>	<p>Areas assessed:</p> <p>A. Sharpening of knives using the available equipment, including one or more of: steel; chantry knife sharpener; diamond steel/whetstone.</p> <p>B. Hand-preparation of TWO round fish: for example: cod, haddock, salmon, trout, whiting, mackerel or sea bass using tools and equipment safely, to include:</p> <ol style="list-style-type: none"> Removal of fish scales Gutting and gilling Filleting to produce: <ul style="list-style-type: none"> • Single fillet • Block fillet • Skinless fillet Boning, to include J OR V cut fillet <p>C. Hand-preparation of TWO of the following flatfish: for example: plaice, lemon sole, turbot, flounder, dab or brill using tools and equipment safely, to include</p> <ol style="list-style-type: none"> Gutting and gilling Filleting and boning to produce: <ul style="list-style-type: none"> • Crosscut OR • Quarter cut fillet 	
	<p>Pass (13 marks available)</p>	<p>Outstanding (12 marks available)</p>
	<ul style="list-style-type: none"> • Uses safe knife techniques • Sharpening of knife using steel or chantry knife sharpener • Keeps work station clean and clear of 	<ul style="list-style-type: none"> • Safely uses and sharpens knives using a steel, chantry knife sharpener, and diamond steel/whetstone.

	<p>equipment when not in use</p> <ul style="list-style-type: none"> • De-scales fish using an appropriate tool with minimal damage • Removes gut and gills from 2 round fish • Produces cuts of fish with some loss of yield or presentation 	<ul style="list-style-type: none"> • De-scales fish efficiently with no damage • Efficiently guts and gills a range of fish ensuring removal of blood line/kidney and with good overall presentation • Efficiently produce a series of cuts of fish without any undue loss of yield or quality
<p>Activity 5: Pocket and canoe fish K8, S2, B1, B2, B4</p>	<p>Tasks assessed:</p> <p>A. Pocketing of ONE of the following flatfish: for example: plaice, lemon sole, turbot, flounder, dab or brill or similar</p> <p>B. Canoeing of ONE of the following round fish: for example: cod, haddock, salmon, trout, whiting, mackerel or sea bass or similar</p>	
	<p>Pass (6 marks available)</p>	<p>Outstanding (6 marks available)</p>
	<ul style="list-style-type: none"> • Describes how to pocket a fish • Pockets a flat fish, taking time and with some loss of yield or presentation • Describes how to canoe a round fish • Pockets a round fish, taking time and with some loss of yield or presentation 	<ul style="list-style-type: none"> • Pocket is deep and wide with no cuts through the body • Canoe has all rib bones and pin bones removed
<p>Activity 6: Prepare shellfish K8, S3, S7, B3, B4</p>	<p>Tasks assessed:</p> <p>A. Dressing of one cooked lobster OR one cooked crab, identifying and handling edible and inedible parts appropriately.</p> <p>Finished products should be presented clearly.</p> <p>B. Shucking of five live oysters or five live scallops or a combination of both, identifying the edible from the inedible parts.</p> <p>Finished products should be presented clearly.</p> <p>Tools for completion of the tasks may include: shucking knife, mallet, pick, skewer, fork or other appropriate tool as long as they are used in a safe manner and do not contribute to a</p>	

	<p>food safety or health and safety risk (e.g. heavy use of a mallet causing excessive fragmentation of crab shell, or inappropriate use skewer for example).</p> <p>Supplementary evidence required: video recording of maximum 30 minutes and/or collection of maximum 20 photographs. Evidence should include close-up details of the specific skills required, together with the finished product.</p>	
	Pass (2 marks available)	Outstanding (No marks available)
	<ul style="list-style-type: none"> • Dresses a cooked crustacean safely • Identifies and separates the edible from the inedible parts • Safely shucks live oysters or scallops 	
<p>Activity 7: Provide customer service K10, K11, S5, S10, B4</p>	<p>Areas assessed: Interaction with customers to identify their needs, inform them of product information, promotional offers and preparation advice.</p>	
	Pass (4 marks available)	Outstanding (4 marks available)
	<ul style="list-style-type: none"> • Identifies fish and shellfish, names cuts and portions in customer interaction • Informs customer of promotions and any alternative products if a species is not available 	<ul style="list-style-type: none"> • Builds a rapport with the customer using product knowledge and customer service skills • Offers product knowledge, recipe ideas, cooking techniques to the customer and up sells associated items
<p>Activity 8: Communicate effectively with customer and colleagues K10, K11, S10, B6, B11</p>	<p>Tasks assessed: Communication with customers and colleagues to determine the apprentice's effectiveness in understanding requirements, building rapport with customers and influencing colleagues.</p> <p>Supplementary evidence required: witness testimony, maximum 2 pages of A4. This should state the apprentice's effectiveness of communicating with customers and colleagues and displaying the skills required.</p>	
	Pass (4 marks available)	Outstanding (4 marks available)
	Communicates effectively with the customer and colleagues, taking into account their needs	<ul style="list-style-type: none"> • Uses active listening and influencing skills with customer and colleagues.

		<ul style="list-style-type: none"> Develops a rapport with the customer and colleagues to improve communication
Activity 9: Process the sale of fish and shellfish K11, K12, S6, S7, B8	<p>Areas assessed: Processing the sale of products, including portioning, preparing, weighing, packing and labelling according to regulations and company procedures. Following procedures to take payment from the customer (if relevant).</p>	
	Pass (7 marks available)	Outstanding (6 marks available)
	<ul style="list-style-type: none"> Follows policies and procedures to process the sale of fish/shellfish. Uses weighing, packing and labelling equipment correctly Portions, prepares and accurately weighs products Labels product carefully and processes payments accurately 	<ul style="list-style-type: none"> Identifies and acts on unforeseen safety issues during handling, preparation or sale Proactively replenishes consumables, solves minor problems Meets customer needs when preparing product for sale Ensures product is priced according to product format to avoid mis-charging Accurately discounts products with short date codes and labels accordingly
Activity 10: Close down a retail display counter K5, S1, K7, B3, B4	<p>Tasks assessed: Close down of a 2m retail counter of fish and shellfish to include:</p> <p style="margin-left: 40px;">A. Removing and storing stock, ensuring proper stock rotation</p> <p style="margin-left: 40px;">B. Following a cleaning schedule to clean and sanitise the display in preparation for the next day's trading.</p> <p>Supplementary evidence required: collection of video clips of maximum 15 minutes. Evidence should include close-up details of the specific skills required and be edited to remove any periods of repetition or 'downtime'.</p>	
	Pass (2 marks available)	Outstanding (2 marks available)

	<ul style="list-style-type: none"> • Closes down a display, maintaining FIFO stock rotation • Correctly follows a cleaning schedule to sanitise the display and materials. 	<ul style="list-style-type: none"> • Maximises quality during close down by handling and using FIFO effectively • Identifies wastage when controlling stock
Questioning K5, K7, K8, K9, K10, K11, K12, K15, S1, S4, B3	Areas assessed: the seafood supply chain, safe handling and storage of fish and shellfish; quality assessment of fish and shellfish; stock control and traceability; the skeletal structure of fish; seasonality; food safety risks; customer service; displaying fish and shellfish; profitability and maximising sales. Answers to questions will be audio recorded (with apprentice permission) for evidence and moderation purposes.	
	Pass (3 marks available)	Outstanding (9 marks available)
	Lists stages of chill chain from harvest to sale for fish and shellfish Identifies products at risk of cross-contamination and precautions to avoid cross-contamination Outlines steps to maximise profitability Describes the process of weighing and labelling prior to gutting and filleting	In-depth knowledge of chill chain Identifies food safety and health and safety risks. Identifies work practices to control them. Accurately describes the Torry or quality index method to assess fish quality. Accurately describes the skeleton of a flat fish and round fish Lists food safety issues associated with crustaceans and molluscs Explains seasonal quality variations between male/female crustaceans and molluscs
Total marks available across the PO (direct observation and supplementary evidence)	50 pass, 50 outstanding	Total marks available across the PO (direct observation and supplementary evidence)

Supplementary Evidence

In addition to the practical observation and questioning, the Independent Examiner will assess up to 6 pieces of supplementary evidence.

The type of supplementary evidence required for each activity is limited to certain tasks; the following tasks are precluded hand preparation, knife skills, food safety health and safety, customer service. However, the Rules of Compliance for preparing supplementary evidence is included in Annex 1 of this document. Failure to comply with

any aspect of the rules could invalidate the supplementary evidence and impact negatively and/or void the result of the Practical Observation element of the EPA.

The overriding principles for safe and reliable submission of supplementary evidence are:

1. **Validity** — the evidence presented demonstrates the apprentice has the skills and knowledge as stipulated in the standard
2. **Sufficiency** — the quality, quantity and relevance of evidence presented enables a judgement to be made on the apprentice's competency
3. **Currency** — the evidence presented is no older than 3 months
4. **Authenticity** — the evidence presented for assessment is the apprentice's own work and that no outside interference, whether intentional or not, is apparent.

Types of Supplementary Evidence Permissible

- **Collation of video evidence:** a collection of video clips, showing the full face of the apprentice. The apprentice should introduce the video stating their name, date and location, the activity to which the evidence relates and the apprentice's permission to be video recorded.
- **Witness testimony:** a written description of the activity that the witness has observed, stating the name, date, apprentice name and witness name. The witness should be a senior colleague within the business.
- **Photographs:** a collection of photographs, at least one of which shows the full face of the apprentice. The photos should be dated and supplied either electronically or printed. They should include images of the activity to which the evidence relates.

Supplementary evidence must be produced as the apprentice enters the EPA gateway and should be no older than 3 months by the date the EPA takes place.

The activities below are permissible to be assessed by supplementary evidence.

Choice of supplementary evidence should be made on entry to Gateway. The activity/activities not chosen for supplementary evidence will be assessed within the Practical Observation.

Rules of compliance:

1. Supplementary evidence should be no older than 3 months at the time of EPA.
2. Coaching on videos is forbidden. Any explanation or interpretation given by support staff must be general and not specific to the activity. The apprentice

should introduce the activity and state their name, date and location of the filming. The apprentice may comment on their activity as they proceed if they wish.

3. For video or photographic evidence, preparation or tampering of products such as whole fish or shellfish before activity commences is strictly forbidden.
4. Video and photographic evidence must show the full face of the apprentice in at least one shot for authenticity purposes and should focus on the apprentice's head and hands as applicable to the activity.
5. The supplementary evidence session must be carefully planned to ensure the apprentice's time on video or in photographs enables the demonstration of skills specified in the table above.
6. Video and/or photographic footage must not require in excess of 60 minutes' assessment time by the Independent Examiner, and will be assessed within the PO allocated time.
7. Video supplementary evidence should endeavour to follow a continuous stream of tasks/activities minimising interruption, this will be helped by sound planning of the session.
8. For video evidence, where cameras are stopped/re-started during filming of video, it must be clear to the Independent Examiner that no intervention with the product has occurred whilst not filming.
9. For photographic evidence, it must be clear to the Independent Examiner that no external intervention with the product has occurred in between photographs.
10. Photographs must show a clear progression of the activity in question, evidencing each step in the activity as specified in the Fishmonger Employer and Training Provider Handbook.
11. Where the activity specification states a skill, such as cleaning a counter, canoeing or shucking, then the video or photographic evidence should represent that activity. The use of a question and answer session in lieu of demonstration of skill is unacceptable.
12. Files should be uploaded to a USB stick using the following convention for all types of supplementary evidence:

Folder name:

Fishmonger (Centre name)_(Apprentice name)_(Date)_(Activity)

File name for video, photographic or witness statement:

(Apprentice name)_(Date)_(Activity)_(Photo/Video number)

13. Centres must not zip files. The Independent Examiner should be able to access all files and folders directly from the USB stick without unzipping or altering the file/folder in any way.
14. USB sticks should be clearly labelled with the apprentice's name and submitted to the Independent Examiner on the day of EPA.
15. The training provider body should always ensure the supplementary evidence undergoes Internal Quality Assurance (IQA) checks prior to submission for EPA, the IQA should include checks for validity, sufficiency, currency and authenticity.
16. Following IQA the training provider and fishmonger apprentice must complete the Declaration of Authentication (shown in Annex 2) and email this to FDQ prior to the appointed day of EPA.
17. If an EPA results in a fail and a re-sit or re-take is planned within the maximum EPA period (12 weeks from Gateway), then supplementary evidence originally assessed as a pass or outstanding need not be re-assessed and the assessment decision retained. The apprentice can however choose to submit replacement supplementary evidence with the agreement of the Independent Examiner. If a re-sit or re-take takes place outside of the original maximum EPA period, then new supplementary evidence must be produced.
18. Supplementary evidence is confidential and should not be shared with other apprentices.
19. Centres should retain a copy of all supplementary evidence and ensure it is stored securely.

All submissions of supplementary evidence should be accompanied by an Authentication Document (see Annex 2), signed by the apprentice and the training provider/employer and IQA representative managing the apprentice's programme to declare authenticity. The declaration also confirms that the evidence meets the requirements of the activity specifications. The Authentication Document should be emailed to FDQ prior to the appointed day of EPA.

Sample Questions

These questions are typical of those that will be asked during the practical observation. These questions should be used to assist the apprentice to practise before the EPA.

Sample questions
Give an example of a food safety risk that could exist on the fish counter. What could you do to control it?
Describe how you would assess the quality of rainbow trout using a recognised quality assessment technique.
Give 2 examples of potential cross-contamination in the fish department. What procedures do you follow in the department to avoid cross contamination?

Grading Criteria and Marks

All Practical Observation statements must be achieved to pass this assessment component. The Practical Observation tasks will be graded fail, pass or outstanding, and marks applied to give the maximum available marks of 100, contributing 50% to the final apprenticeship grade. The marks are aggregated with the Knowledge Test and Professional Dialogue and Interview results to give a fail, pass, and merit or distinction grade for the overall apprenticeship.

The Independent Examiner will provide a provisional mark for the Practical Observation and will submit the assessment record and any supporting audio/photographic evidence to FDQ for moderation.

The employer/training provider and apprentice will have discussed and agreed the specific activities and location for the practical observation at a pre-meeting prior to undertaking the assessment. The specific activities chosen to be assessed by supplementary evidence will also be agreed at a pre-meeting (see Rules of Compliance in Annex 1). The Independent Examiner may take photographs or video, if the apprentice and employer are agreeable, at key points throughout the Practical Observation, this is to aid and support in the grading of the assessment decision.

Photographs, audio and video recordings will be used for moderation purposes only and will not be shared with other parties.

Mark allocation can be found in the Practical Observation specification

Grading criteria, used in the allocation of marks, as directed by the assessment plan can be found below.

Column A: KSBs to be assessed	Column B: Pass criteria To pass, an apprentice must demonstrate all the pass criteria; points awarded per criteria are shown in brackets.	Column C: Outstanding performance criteria apprentices who have met the pass criteria can gain additional points by demonstrating outstanding criteria; points awarded per criteria are shown in brackets, partial whole points may be awarded.	Column D: Fail Criteria apprentices who demonstrate any of the following fail criteria will fail the Practical Observation.
1. Adherence with: <ul style="list-style-type: none"> • safe handling and storage requirements from receipt to sale • stock rotation • quality assessment (QA) • temperature control and monitoring • avoiding cross-contamination KSBs: K5, K7, S1	(Total pass points = 7) Demonstrates knowledge of the chill chain by listing each significant stage between harvest and sale for at least two species of fish or shellfish available for sale. (2 points) Uses the principle of First in First Out (FIFO). (1 point)	(7 additional points available) Demonstrates an in depth knowledge of seafood supply chain and how products are maintained within the chill chain, by describing the handling and storage practices at each significant stage from landing to sale, for one species of fish and one species of shellfish available for sale.	Move or handle fish or shellfish in a way that is unsafe or unhygienic as defined by business policies and procedures, and accepted industry good practice. Fails to maintain temperature control by icing or chilling fish correctly.
	Uses physical quality assessment of fish criteria (eyes, gill, smell, blood, flesh, odour)	Understands when	

	<p>to identify good and bad quality. (2 points)</p> <p>Maintains temperature control by icing and chilling fish correctly. (1 point)</p> <p>Washes hands and surfaces often, keeps work area and own person clean and tidy. (1 point).</p>	<p>and how checks should be made. (2 points)</p> <p>Demonstrates an understanding of the impact of quality and shelf life on stock rotation. (1)</p> <p>When asked, uses quality assessment techniques such as the Torry scheme or quality index method to accurately assess the quality of fish. (1 point)</p> <p>Contributes towards HACCP documentation, recording information to ensure compliance. (1 point)</p> <p>When asked, identifies potential food safety risks. (1point) and work practices that control identified risks (1point)</p>	
<p>2. The ability to hand prepare fish including;</p> <ul style="list-style-type: none"> • removal of fish scales, • gutting (and gilling), • filleting • Single fillet • Block fillet • Cross or ¼ cut • flatfish, • boning, • pocketing, 	<p>(Total pass points = 18 points)</p> <p>Uses an appropriate tool to remove the majority of scales with minimal damage to skin or flesh. (1 point)</p> <p>Removes gut and gills from a selection of fish. (1 point)</p> <p>Produces a bone free fillet with</p>	<p>(18 additional points available)</p> <p>Use an appropriate tool to quickly remove all scales with no damage to the skin and flesh, exceeding published targets. (1 point)</p> <p>Efficiently remove all gut and gills from a selection of fish, paying</p>	<p>Handles and processes fish in a way that is unsafe or unhygienic as defined by business policies and procedures, and accepted industry good practice.</p>

<ul style="list-style-type: none"> • canoeing, • skinning (a fillet) <p>KSBS: K8, S2, B3, B4</p>	<p>some loss of yield or presentation. (2 points)</p> <p>Uses the technique required to block fillet round fish while taking time and with some loss of yield or presentation. (2 points)</p> <p>Produces bone free cross cut or quarter-cut flatfish fillets, with some loss of yield or presentation (3 points);</p> <p>Bone fish fillet with (J or V cut) some loss of yield or presentation. (2 points)</p> <p>Understands how to pocket flat fish and carry out the technique taking time and with some loss of yield or presentation. (3 points)</p> <p>Understands how to canoe round fish and carry out the technique taking time and with some loss of yield or presentation. (3 points)</p> <p>Skin a fish fillet well, with minimal loss of yield or presentation (1 point).</p>	<p>close attention to presentation and removing all the blood line/ kidney, exceeding published targets.(1 point)</p> <p>Describe the skeletal structure of round and flat fish. (1 point)</p> <p>Efficiently produce a series of fish products without any undue loss of yield or quality, exceeding published targets. The fish products are:</p> <ul style="list-style-type: none"> • round fish fillets (1 point) • block fillet round fish (2 points); • cross cut or quarter-cut flatfish fillets (3 points) • J or V cut fillets (2 points) • pocket flat fish, (pocket is deep and wide and there are no cuts through). (3 points) • canoe a round fish (removing all rib bones and pin bones) (3 points) • skin a variety of fish fillets using two or more techniques to maximise yield and presentation. (For example 	

		filleting a flat fish fillet leaving the frill attached for maximum yield or deep skinning a salmon fillet to leave the dark flesh on the skin for the catering trade). (1 point)	
<p>3. The ability to hand prepare shellfish including</p> <ul style="list-style-type: none"> • dressing and • shucking <p>KSBs: K8 S3, B3, B4</p>	<p>(Total pass points = 2)</p> <p>Dresses cooked crustaceans such as crab and lobster safely; identifies the edible from the non-edible parts; separates the edible from the non-edible parts. (1 point)</p> <p>Safely shuck live bivalve molluscs such as oysters or other bivalves. (1 point)</p>	<p>(2 additional points available)</p> <p>Efficiently dress cooked crustaceans such as crab or lobster safely with minimal loss of yield and to a high standard of presentation, exceeding agreed throughput targets. Lists the relevant food safety issues as well as the seasonal quality variations to be expected between male and female animals (1 point)</p> <p>Efficiently and safely shuck live bivalve molluscs with minimal loss of yield and to a high standard of presentation. Identifies and separates the edible and the non-edible parts. Lists the relevant food safety issues as well as any seasonal quality variations to be expected. (1 point)</p>	<p>Handles and processes shellfish in a way that is unsafe or unhygienic as defined by business policies and procedures and accepted industry good practice. Unable to identify all of the inedible parts. Finished product contains inedible material.</p>

<p>4. Display fish and shellfish for retail sale</p> <ul style="list-style-type: none"> • set up a display • maintain a display • Close down a display and store materials <p>KSBs: K5, K7, K9, S1, S4, B3, B4</p>	<p>(Total pass points = 6)</p> <p>Identifies fish and/or shellfish species; using FIFO stock rotation, follows agreed plan for displaying fish and shellfish for retail sale, including the positioning of high/ lower value products, those on promotion and considers the potential risks of cross contamination. (2 points)</p> <p>Maintains a display by replenishing stock and top icing products regularly throughout trading hours. (2 points)</p> <p>Closes down a display, maintaining FIFO stock rotation; correctly follows a cleaning schedule to sanitise the display/ store materials for the next trading day. (2 points)</p>	<p>(6 additional points available)</p> <p>Using FIFO stock rotation, designs a safe, effective and efficient plan for displaying fish and shellfish for retail sale. (2 points); Maintains a display by anticipating demand throughout a trading day/ week (e.g. consolidating prior to close down) or prior to seasonal events such as Valentine’s day, Easter etc. (1 point)</p> <p>Closes down a display, maximising quality through care and attention when chilling display products overnight following FIFO principles. (1 point)</p> <p>When asked, identifies potential food safety risk areas (1point) and work practices that control identified risks. (1point)</p>	<p>Set up, maintains or closes down a display in a way that is unsafe or unhygienic as defined by business policies and procedures.</p> <p>KSBs: K5, K7, K9, S1, S4, B3, B4</p>
<p>5. An ability to sell fish and shellfish by</p> <ul style="list-style-type: none"> • interpreting and satisfying customer needs, • through upselling/link selling and promotions <p>KSBs: K10, K11, S5, B4</p>	<p>(Total pass points = 4)</p> <p>Identifies fish and shellfish together with any common names customers use and the cuts/portions they require. (3 points)</p> <p>Tells customers about products on promotion and has</p>	<p>(4 additional points available)</p> <p>Uses product knowledge and customer service skills to build a rapport with customers. (2 points)</p> <p>Has knowledge of recipe ideas, upselling products</p>	<p>Behaves in a way that shows disrespect to customers. Provides information that is inaccurate or misleading.</p>

	<p>knowledge regarding similar products that could be offered if there is limited availability. (1 point)</p>	<p>and is able to offer cooking techniques (preferably through personal experience), linking recipes with other ingredients available for sale, as well as discussing meal options with customers. (2 points) Nb: If opportunities do not arise naturally then questioning may be used</p>	
<p>6. Process the sale of fish and shellfish, including</p> <ul style="list-style-type: none"> • portioning, preparing, weighing, packing • labelling and processing payments relevant to the business <p>KSBs: K5, K7, K10, K11, K12, S1, S6</p>	<p>(Total pass points = 5) Portions, prepares, accurately weighs and packs products using available equipment and packaging. (3 points) Labels products carefully and processes payments relevant to the business accurately. (2 points)</p>	<p>(5 additional points available) Discusses with the customer their needs and makes recommendations when accurately, portioning, weighing and packaging products using available equipment and packaging. (2 points) Adapts to how the format of product may impact on product price (for example ice glazed frozen prawns/thawed price or skinned fillets/unskinned price) and possible miss-charging. (1 point) Accurately discounts products with short date code and label this</p>	<p>Handles and packs fish or shellfish in a way that is unsafe or unhygienic as defined by business policies and procedures. Provides inaccurate or misleading advice regarding the handling, storage or further preparation of fish or shellfish by the customer.</p>

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

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

Grade Boundaries

Marking the Practical Observation	
Pass/fail	Marks
Fail	Pass criteria not achieved
Pass	All pass criteria achieved Points collated and contribute towards final overall EPA grade

1.8 Professional Dialogue and Interview (PDI)

- **The Professional Dialogue and Interview carries a weighting of 30% within the overall apprenticeship grade.**
- The Professional Dialogue and Interview will take 40-45 minutes, during which time the Independent Examiner will have specific questions to ask the apprentice

- 60 marks will be available for the PDI
- All responses to questions must achieve at least a pass
- Apprentices are allowed to bring written notes and/or evidence to the professional dialogue and interview, **to use as aide memoires**. The independent examiner will not look at or assess any information brought into the PDI.

The Independent Examiner will ask a set of questions from an agreed question bank, which refer to a range of skills and behaviours as listed below.

The Independent Examiner is instructed to contextualise questions to the individual workplace where possible, and will use skill and judgement in their questioning technique to clarify and ask follow up questions where necessary, to give the apprentice every opportunity to provide evidence.

Time

The PDI will take 40-45 minutes, during which time the Independent Examiner will have specific questions to ask the apprentice

Number of Questions

The apprentice will be asked 6 sets of questions from FDQ's PDI question bank.

Venue

The PDI needs to take place in a quiet area, away from distractions.

Assessment Specification

Standard reference	IEs will ask 6 sets of questions to cover the following topics:
K10, S9, B8	Dealing with complaints Mark allocation: 6 pass, 6 outstanding
B3, B8	Ownership of work Mark allocation: 3 pass, 3 outstanding
B5	Self-development Mark allocation: 3 pass, 3 outstanding
B7	Working in a team Mark allocation: 6 pass, 6 outstanding

B9	Responsiveness to change Mark allocation: 6 pass, 6 outstanding
B10, K13	Company/industry perspective Mark allocation: 6 pass, 6 outstanding
	Total marks available: 30 pass, 30 outstanding

Grading Criteria and Marks

The total available marks for the PDI test is 60. The Independent Examiner will judge responses to the set questions against grading criteria as set out in the EPA plan and found below. The test is not graded fail, pass, merit or distinction in its own right. The total marks gained from the Professional Dialogue and Interview test contribute 30% towards the EPA grade.

A: Behaviour Statement	B: Pass criteria To pass, an apprentice must demonstrate all the pass criteria; points awarded per criteria are shown in brackets.	C: Outstanding performance criteria Apprentices who have met the pass criteria can gain additional points by demonstrating outstanding criteria, points awarded per criteria are shown in brackets; partial whole points may be awarded.	D: Fail criteria Apprentices who demonstrate any of the following fail criteria will fail the professional dialogue and interview.
Ownership of work. KSBs: B3, B8	(Total pass points = 3) Accepts responsibility and takes ownership of own work. (3 points).	(up to 3 additional points available) Identifies potential issues (2 points) and takes appropriate actions to minimise disruptions to workflow (1 point).	Fails to provide clear responses to questions about ownership of work.
Self-development. KSBs: B5	(Total pass points = 3) Provides specific examples of seeking learning to	(up to 3 additional points available) Takes ownership for own learning and practising new	Unable to provide examples of seeking learning opportunities.

	develop own knowledge (1 point) and skills (2 points).	skills/ techniques/tools (1 point). Seeks to improve own understanding and learn from others (1 point); Shares knowledge and experiences with others (1 point).	
Working in a team. KSBs: B7	(Total pass points = 6) Is able to provide examples of working in partnership with colleagues to deliver business objectives. (3 points). Lists three benefits to the businesses of team working. (3 points)	(up to 6 additional points available) Builds relationships with colleagues and others (2 points). Demonstrates knowledge and understanding of business objectives (2 points). Makes a significant contribution to the team (2 points)	Unable to list 3 benefits of team working or give an example of working in partnership with colleagues.
Responsiveness to change. KSBs: B9	(Total pass points = 6) Demonstrates flexibility to changing working environment and demands (4 points). Lists two benefit of a flexible approach to change. (2 points).	(up to 6 additional points available) Understands the reasons behind changes (2 points). Constructively questions and challenges change (2 points). Sets a positive example for others about change (2 points).	Unable to provide an appropriate personal example of a flexible response to change or list two benefits of a flexible approach to change.
Company/industry perspective, ambassadorial role. KSBs: B10	(Total pass points = 6) Demonstrates knowledge of company and seafood industry (4 points), acts as an ambassador (2 points).	(up to 6 additional points available) Actively seeks to improve understanding of their company (3 points) and wider food industry (3 points).	Demonstrates a poor or inadequate understanding of the seafood industry and of their company. Unable to identify and articulate a positive message

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

Grade Boundaries

Marking the Professional Dialogue and Interview	
Pass/fail	Marks
Fail	Pass criteria not achieved
Pass	All pass criteria achieved Points collated and contribute towards final overall EPA grade

Sample Questions

These questions are typical of those that will be asked during the professional dialogue and interview. These questions should be used to assist the apprentice to practise before the EPA.

Standard reference	Sample questions
K10, S9, B8	Dealing with complaints Give an example of how you have dealt with complaints. What did you do and how was it resolved? What are your company procedures in dealing with complaints?
B3, B8	Ownership of work Are you self-motivated? Give an example of how you take ownership of your workload.
B5	Self-development What have you done to improve your knowledge or skills? Which area(s) of the business would you like to learn more about and why?
B7	Working in a team Give an example of how you contribute to team work.
B9	Responsiveness to change Give an example of how you have been flexible in your approach to work.
B10, K13	Company/industry perspective What efforts have you made to improve your understanding of the business and the sector it operates in?

The PDI will be audio-recorded and will be used to validate evidence and confirm grade. The recording will only be used for moderation purposes and not shared with any other parties.

1.9 The Final EPA Grade

The final apprenticeship mark is calculated using a multiplication factor which the Independent Examiner applies to the points from each EPA component reflecting its contribution to the overall EPA grade.

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

Assessment method	Total points	Minimum to achieve Pass	Proportion of final total mark	Multiplication factor	Maximum total marks for EPA grade
Knowledge Test	200	120	20%	1	200
Practical Observation	100	All pass criteria achieved	50%	5	500
Professional Dialogue and Interview	60	All pass criteria achieved	30%	5	300
Total marks available for grading:					1000

Grade Boundaries

Pass	Merit	Distinction
Three passes and less than 725 marks	Three passes and 725 – 899 marks	Three passes and 900 – 1000 marks

1.10 Reasonable Adjustments

If during induction or over the course of the apprenticeship, an apprentice is identified as requiring a reasonable adjustment then FDQ must be informed. Reasonable adjustments can be requested at point of registration, for EPA, using the Gateway form which is submitted to FDQ's IT system, FDQAwards. However, we are committed to supporting apprentices in the best way possible so please contact the FDQ EPA Manager earlier if at all possible.

The FDQ Arrangements for reasonable adjustment policy can be found at www.fdq.org.uk

1.11 Certification

On successful completion of the EPA the newly qualified apprentice will receive their grade from FDQ in a statement of results document.

The Education and Skills Funding Agency (ESFA) manage the operational delivery of certificates for apprenticeships, working with employers and EPAOs. FDQ will comply with the certification instructions of the ESFA to ensure the final achievement of the apprenticeship is formally recognised. The ESFA issues the final certificate to the employer.

1.12 Statement of Customer Service

The FDQ statement of customer service sets out the service standards which are in place. FDQ will work effectively to achieve and maintain these standards in all aspects of work with approved centres and employers. Every effort will be made to respond to and resolve enquiries/ issues promptly, and to provide a high standard of professional and courteous service.

Service standards to training providers and employers

Enquiries:

- verbal enquiries will be responded to within 2 working days
- email enquiries will be responded to within 2 working days
- letter enquiries will be responded to within 10 working days
- we aim to resolve all enquiries within 5 working days.

Results:

- results will be issued to the employer/training provider within 8 weeks of the end-point assessment.

Advice, support and guidance contacts

- FDQ EPA Manager for issues concerning EPA registration, arrangement of EPAs, results and certification. Please email epa@fdq.org.uk.

Enquiry policy and procedures for training providers, employers and learners

Verbal, written or email enquiries from training providers, employers and learners are welcomed. These should be directed in the first instance via either the general FDQ email address: fdq@fdq.org.uk or the main head office number: 0113 859 1266.

- telephone enquiries will be answered promptly and then directed to the most appropriate FDQ contact
- email enquiries to fdq@fdq.org.uk will be directed to the most appropriate FDQ contact
- letters should be addressed to the Leeds head office, they will then be directed to the most appropriate contact.

1.13 Unsuccessful Apprentices

If an apprentice does not pass the EPA, the employer and apprentice have the following options.

Either:

- apply to resit/re-take the EPA tests **or**
- make an appeal to FDQ if you disagree with the result, see www.FDQ.org website for FDQ's appeals policy

1.14 Re-sits/re -takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit/re-take. Confirmation of additional training/preparation is needed when applying for a resit/retake see Appendix 4 End-point Assessment resit/retake confirmation of additional learning.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Any assessment method re-sit/re-take must be taken within the maximum EPA period of 12 weeks, otherwise the entire EPA must be re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction. Under normal circumstances only a pass or merit are available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit on the number of re-sits/re-takes.

Apprentices will complete a different KT, PO where variation allows and PDI interview questions when taking a re-sit/re-take.

If the PO is re-sat or re-taken, supplementary evidence originally submitted and assessed as a pass or outstanding, need not be reassessed and the original assessment decision on that evidence will be retained. The apprentice can however choose to submit new (replacement) supplementary evidence with the agreement of their Independent Examiner. In the case of a resit/retake outside of the original maximum EPA period, supplementary evidence must be current and will be assessed as part of the new Practical Observation.

An additional fee is due each time an apprentice applies to re-sit or re-take any or all of the EPA tests, so it is important that the apprentice is fully prepared before they try again.

1.15 Appeals and Complaints

FDQ is committed to providing the highest levels of service to its customers, including centres and apprentices, see 1.12 FDQ statement of customer service. It anticipates that issues or complaints can be resolved through the complaints or enquiries procedures and these procedures will be followed in the first instance. See FDQ's Complaints Policy available at www.fdq.org.uk.

However, in the event that a customer remains dissatisfied having exhausted these procedures, they have recourse to the appeals process, using FDQ's Appeals Policy available at www.fdq.org.uk

FDQ will establish and maintain robust procedures for handling complaints and appeals and ensure that: complaints and appeals are dealt with in a fair and timely manner; the specific needs and interests of apprentices are considered and protected; and that they are kept informed of progress. FDQ will notify apprentices of any outcomes reached and, where appropriate, any further action that is to be taken.

1.16 Conclusion of EPA

After completing all three components of the EPA the apprentice will be thanked for attending. No results or indication of results will be issued on the day of EPA. The Independent Examiner will complete their report containing the provisional mark and submit it to FDQ. Any supporting photographic, video and digital recording evidence will also be submitted to FDQ. A final grade will be confirmed by FDQ.

FDQ will confirm the final outcome of EPA to the employer/training provider within 8 weeks of the EPA taking place as outcomes may be subject to moderation.

We hope this handbook has been helpful and has given you an insight into the requirements for the Fishmonger Standard and the End-point Assessment.

If you have any further questions/queries please contact FDQ where one of our experts will be able to help.

Email: epa@fdq.org.uk

Tel: 0113 3970 395

1.17 Glossary

Terminology	Definition
Block/Butterfly fillets	Two fillets taken from a roundfish and joined along the back – for example mackerel, small haddock, sardine
Cross cut Flatfish Fillet	One fillet taken from across both the topside and bottomside of the fish, producing a total of two fillets.
Quarter Cut Flatfish Fillet	Two fillets taken lengthways from both the topside and bottomside of the fish producing a total of four fillets.
Cold Chain – Chilled Distribution	Steps from Catch or Harvest to Store
Business Objectives	The end result/target of our daily routine

J Cut	Knife is drawn above the line of bones in the loin (thicker) area in a sweeping j shape motion toward the tail remove bones and belly flap from the fillet.
V Cut	Knife is drawn along the fillet as close as possible to both sides of the line of bones coming together to form a V which is removed with the bones.

Annex 1: Guidance for Submission of Supplementary Evidence

Level 2 End-point Assessment for Fishmonger ST0194 information for apprentices, employers and training provider representatives.

Supplementary evidence is presented to FDQ on the day of the main onsite Practical Observation (PO) conducted by FDQ's Independent Examiner (IE), and will contribute to the apprentice's grade for this element of the EPA. The Assessment Plan for Fishmonger Standard ST0194 enables the supplementary evidence to contribute up to one hour towards the total assessment time for the PO and must not exceed 6 pieces of evidence. FDQ's Fishmonger Apprenticeship Standard Employer and Training Provider Handbook specifies the type and amount of evidence permissible for each task. Permissible evidence includes video, photographic or witness statement, according to which activities are chosen for supplementary evidence submission.

The overriding principles for safe and reliable submission of supplementary evidence are:

1. **Validity** — the evidence presented demonstrates the apprentice has the skills and knowledge as stipulated in the standard
2. **Sufficiency** — the quality, quantity and relevance of evidence presented enables a judgement to be made on the apprentice's competency
3. **Currency**— the evidence presented is no older than 3 months
4. **Authenticity** — the evidence presented for assessment is the apprentice's own work and that no outside interference, whether intentional or not, is apparent.

This document provides rules for the submission of supplementary evidence for the Practical Observation assessment of the Fishmonger Apprenticeship End-point Assessment (EPA). Centres are reminded that video or photographic evidence is complementary to the activities being performed on the day of EPA, and therefore must

be the apprentice's own work **free from any external assistance** and **performed under exam conditions**. Centres and apprentices should ensure they have read and understood the following requirements. Failure to comply with any aspect of the rules could invalidate the supplementary evidence and impact negatively and/or void the result of the Practical Observation element of the EPA. All submissions should be accompanied by an Authentication Document (see Annex 2), signed by the apprentice and the training provider/employer IQA representative managing the apprentice's programme to declare authenticity. The declaration also confirms that the evidence meets the requirements of the activity specifications given in the Fishmonger Apprenticeship Standard Employer and Training Provider Handbook.

Rules of compliance:

1. Supplementary evidence should be no older than 3 months at the time of EPA.
2. Coaching on videos is forbidden. Any explanation or interpretation given by support staff must be general and not specific to the activity. The apprentice should introduce the activity and state their name, date and location of the filming. The apprentice may comment on their activity as they proceed if they wish.
3. For video or photographic evidence, preparation or tampering of products such as whole fish or shellfish before activity commences is strictly forbidden.
4. Video and photographic evidence must show the full face of the apprentice in at least one shot for authenticity purposes and should focus on the apprentice's head and hands as applicable to the activity.
5. The supplementary evidence session must be carefully planned to ensure the apprentice's time on video or in photographs enables the demonstration of skills specified in the Fishmonger Apprenticeship Standard Employer and Training Provider Handbook.
6. Video and/or photographic footage must not require in excess of 60 minutes' assessment time by the Independent Examiner, and will be assessed within the PO allocated time.
7. Video supplementary evidence should endeavour to follow a continuous stream of tasks/activities minimising interruption, this will be helped by sound planning of the session.
8. For video evidence, where cameras are stopped/re-started during filming of video, it must be clear to the Independent Examiner that no intervention with the product has occurred whilst not filming.
9. For photographic evidence, it must be clear to the Independent Examiner that no external intervention with the product has occurred in between photographs.

10. Photographs must show a clear progression of the activity in question, evidencing each step in the activity as specified in the Fishmonger Apprenticeship Standard Employer and Training Provider Handbook.
11. Where the activity specification states a skill, such as cleaning a counter or shucking, then the video or photographic evidence should represent that activity. The use of a question and answer session in lieu of demonstration of skill is unacceptable.
12. Files should be uploaded to a USB stick using the following convention for all types of supplementary evidence:
 - a. Folder name:
 - b. Fishmonger_(Centre name)_(Apprentice name)_(Date)_(Activity)
 - c. File name for video, photographic or witness statement:
 - d. (Apprentice name)_(Date)_(Activity)_(Photo/Video number)
13. Centres must not zip files. The Independent Examiner should be able to access all files and folders directly from the USB stick without unzipping or altering the file/folder in any way.
14. USB sticks should be clearly labelled with the apprentice's name and submitted to the Independent Examiner on the day of EPA.
15. The training provider body should always ensure the supplementary evidence undergoes internal quality assurance (IQA) checks prior to submission for EPA, the IQA should include checks for validity, sufficiency, currency and authenticity.
16. Following IQA the training provider and fishmonger apprentice must complete the Declaration of Authentication (shown in Annex 2) and email this to FDQ prior to the appointed day of EPA.
17. If an EPA results in a fail and a re-sit or re-take is planned within the maximum EPA period (12 weeks from Gateway), then supplementary evidence originally assessed as a pass or outstanding need not be re-assessed and the assessment decision retained. The apprentice can however choose to submit replacement supplementary evidence with the agreement of the Independent Examiner. If a re-sit or re-take takes place outside of the original maximum EPA period, then new supplementary evidence must be produced.
18. Supplementary evidence is confidential and should not be shared with other apprentices.
19. Centres should retain a copy of all supplementary evidence and ensure it is stored securely.

Crab/lobster dressing: minimum video requirements

Crab video

Stages to be observed

- Using appropriate tools and techniques
- removal of legs
- removal of claws
- removal of purse from shell
- removal of jaw & sandbox
- removal of inner shell
- removal of white and brown meat from purse
- removal of white meat from at least 2 legs and both claws.
- Presentation of dressed crab

Lobster video

Stages to be observed

- Using appropriate tools and techniques
- removal of both claws
- halving of whole lobster
- removal sandbox/gut
- removal of jaw bone from both halves
- removal of digestive tract from both halves
- removal of meat from both claws
- Presentation of prepared lobster.

Annex 2: Declaration of Authentication

Each candidate must sign a declaration when submitting supplementary evidence for End-point Assessment. This is to confirm that the evidence is their own and they have not falsified any part of the submission. This form should be sent to epa@FDQ.org.uk prior to the agreed EPA day.

Declaration by Apprentice

I have read and understood the Guidance for Submission of Supplementary Evidence - Information for Apprentices and Centre Representatives (Annex 1). I have produced supplementary evidence in accordance with the rules of compliance and can declare that the evidence is my own.

Apprentice name:

Apprentice signature:

Date:

Declaration by Centre

As Internal Quality Assurer for (Centre name)....., I confirm that

- the supplementary evidence produced for the above apprentice was produced according to the rules of compliance
- the supplementary evidence meets the activity specifications stated in the Fishmonger Apprenticeship Standard Employer and Training Provider Handbook
- I have authenticated the supplementary evidence and I am satisfied that the evidence is solely that of the apprentice named above.

IQA name:

IQA signature:

Date:

Appendix 1: End-point Assessment Site Visit

Independent Examiner (IE):	
Independent Quality Assurer (IQA):	
FDQ representative conducting today's site visit:	
Test Centre/Employer:	
Test Centre address and contact number:	
Apprentice Name:	
Date:	

The following checklist is to ensure the appropriate facilities, equipment and resources are available to carry out a Fishmonger Standard End- point Assessment.

Test Centre review	Y/N/Na	Comments
Personal welfare facilities Toilet/changing facilities		
Health and safety Are there any obvious Health and Safety issues?		
Personal Protective Equipment Meets industry Standard Safety glove * Protective apron * Hat/hair net * Appropriate footwear *		

*Where applicable		
Hygiene facilities Hand washing and toilet facilities Boot washing (if applicable)		
Physical resources		
Interview Room with 'Quiet. Exam in progress' sign Knives: boning, filleting De-scaler Knife sharpening equipment Shucking knife (if selected to perform shucking on the day) Crab pick (if selected to perform crab preparation on the day) Minimal/completely free from distraction for the period of the assessment		
Food Safety rating		
Dedicated assessment area minimal/completely free from distraction for the period of the assessment Clock		
Internet access To enable on-line knowledge testing (if appropriate)		

<p>First aid</p> <p>Equipment</p> <p>First aider availability</p>		
<p>Employer information if applicable</p> <p>HACCP Plan</p> <p>Job Specification</p> <p>Employer vision</p> <p>Culture values etc</p>		
<p>Decision</p>		

<p>Additional information</p> <p>Example – Parking, availability location of premises etc.</p>	
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Statement of acceptance:

The training provider/employer fully understands the requirements for End-point Assessments. The requirements must include a dedicated assessment area that is free from any distractions and free from disturbances from any members of staff/customers for the duration of the End Point Assessment. The Training Provider/Employer understands and permits the use of photographic evidence and audio evidence to be obtained during the End-point Assessment. This evidence will be used solely for moderation and will not be used or shared with any other parties.

Employer name		Date:
Employer signature:		
Employer email:		
Training Provider Name		Date:
Training Provider signature:		
FDQ Colleague:		Date:
Apprentice email:		Date:

Appendix 2: Example Timetable for EPA Day

Timetable for EPA Day	
06:00	Arrival, introductions, authenticity checks and overview of the day Refreshments available.
06.30	Practical Observation
09.00	Break/ Review of Supplementary Evidence
10.00	Continuation of Practical Observation
12.30	Practical Observation questioning
13.00	Break for lunch
14.00	Professional Dialogue and Interview
14.45	Completion of EPA

Appendix 3: Feedback Form

Please let FDQ know how useful you think this Handbook is and make any suggestions for improvement.

Name					
Job title					
Organisation					
Date					
How satisfied are you that the Handbook helped you understand how to prepare the apprentice for the EPA? (Please ✓ tick one box)	Extremely satisfied 😊😊	Slightly satisfied 😊	Neutral 😐	Slightly unsatisfied 😞	Not at all satisfied 😞😞
Suggestions for improving the Handbook (please add a page reference)					
Any other comments for FDQ this Handbook EPA?					

Thank you for taking the time to complete this form. Please return it to FDQ by email: fdq@fdq.org.uk

Appendix 4: End-point Assessment resit/retake confirmation

Signing this form confirmation that the apprentice has completed additional training before re-sitting /re-taking the specific elements of an end-point assessment.

Details of additional training

Employer name		Date:
Employer signature:		
Training Provider Name		Date:
Training Provider signature:		
Apprentice:		Date:
Apprentice signature:		