

## Component Specification

### Care of the Catch

#### NFQ Level 5

#### 5N5071

##### 1. Component Details

<b>Title</b>	Care of the Catch
<b>Teideal as Gaeilge</b>	Cúram na Gabhála
<b>Award Class</b>	Minor
<b>Code</b>	5N5071
<b>Level</b>	5
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence in the identification, handling, processing and packing of commercial fish species to ensure the highest possible quality standard from sea to table whilst working independently or under supervision.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Apply the European Union (EU) minimum landing size to the fish and shellfish species that are commercially valuable</li><li>2 Discuss the meaning of Total Allowable Catch, allocation of quotas, quota and non quota species insofar as they relate to the fishing industry</li><li>3 Investigate how technical conservation measures including mesh size, square mesh panels, separator trawls and rigid grids function contribute to fish quality and assist conservation objectives in fisheries</li><li>4 Examine the importance of disinfecting work areas prior to and post handling of fish</li></ol>

- 5 Comment on the effects of trawl tow time and gillnet soak time on fish quality
- 6 Comment on how boarding and sorting practices at sea affect fish quality
- 7 Investigate the health and safety hazards associated with gutting, washing, chilling and freezing fish
- 8 Examine why incorrect storage, poor gutting practices, bruising and incorrect usage of chemicals on fish and shellfish affect quality
- 9 Investigate the reasons for grading fish by species, size and freshness
- 10 Explore the different methods of fish and shellfish storage to include icing, freezing, refrigerated sea water and vivier techniques
- 11 Examine the usage of the correct type and quality of ice for packing and storing of fish and shellfish as food products
- 12 Examine why different box types are used for packing fish
- 13 Identify melanosis or black spot on prawns
- 14 Explain the difference between freshness and quality.
- 15 Explore why the main internal organs of a fish are removed in the gutting process
- 16 Examine the effects of temperature and fish parasites on fish quality
- 17 Explore the European fish quality grades outlined in BIM's Whitefish Quality Guide
- 18 Implement the correct procedures to be followed prior to handling fish and shellfish as food, including the preparation of handling equipment, deck and fish storage areas
- 19 Employ safe working practices while using disinfectants or cleaning agents
- 20 Implement correct practices while boarding and sorting fish and shellfish
- 21 Implement correct procedures while gutting both flat and round fish by hand

- 22 Implement the correct procedures for handling prawns
- 23 Plan how the most commercially important species of fish and shellfish will be processed aboard a fishing vessel
- 24 Grade fish by species and size
- 25 Process fish species that require gutting and those that simply require heading and tailing
- 26 Practice correct gutting procedures and the correct application of chemicals on fish and shellfish to maintain quality in storage and transport
- 27 Apply the correct dosage of sulphite and non-sulphite products to prawns
- 28 Contribute to the implementation of an Environmental Management Scheme and Hazard Analysis and Critical Control Points (HACCP) system.
- 29 Implement the correct procedure for icing and boxing of fish and shellfish
- 30 Conduct a sensory analysis for fish quality

## Assessment

### General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Skills Demonstration	60%
Examination - Theory	30%
Learner Record	10%

## Description

### Skills Demonstration

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

### Examination - Theory

*An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.*

*A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.*

### Learner Record

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

## **Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

## **Grading**

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

## **Specific Validation Requirements**

The provider must have all of the following in place to offer this award:

A selection of fish boxes, both clean and dirty

1. Means of cleaning fish boxes
2. Clean and dirty ice
3. Commercial fish and shellfish species
4. Knives suitable for purpose and demonstration
5. Sharpening stones
6. Gutting table or a gutting machine
7. Deck brush
8. Correct disposal procedure for viscera
9. Personal protection equipment (PPE) for all students
10. Potable water source and hose
11. A health and safety statement
12. Public liability insurance

## **Supporting Documentation**

1. BIM's Quality Guides for Hake; Monkfish; Megrim, Witch; Cod, Haddock, Whiting; Brill, Halibut, Turbot; Plaice, Black Sole, Lemon Sole; Whitefish Handling Guide Best Practice
2. BIM's Shellfish Quality Guides: Dublin Bay Prawn Handling and Brown Crab Handling
3. BIM's Pelagic Guides: Mackerel; Herring; Horse Mackerel; Blue Whiting
4. BIM's User Friendly Guides Tailing Monkfish for Spanish Markets, Food Safety Requirements for Vessels, Filling in the EU Logbook, Technical Conservation Measures
5. Sodium Metabisulphite in the Workplace Safety Guidelines for the fishing Industry.
6. Seafood Environmental Management Systems Manual for the Irish Catching Sector.
7. BIM's Seafood Handbook and Food Safety Management System User Friendly Manual

8. National Standards Authority of Ireland guides for the food industry [www.fsai.ie](http://www.fsai.ie)
9. Relevant Food Legalisation
10. Sea Fisheries Protection Authority website [www.sfpa.ie](http://www.sfpa.ie)

### Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

### Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*

