



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 5

### Aquaculture Hatchery Production 5N5206

#### 1. Component Details

<b>Title</b>	Aquaculture Hatchery Production
<b>Teideal as Gaeilge</b>	Táirgeadh Gorlainne Uiscshaothraithe
<b>Award Type</b>	Minor
<b>Code</b>	5N5206
<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 to work in a fish or shellfish hatchery production operation independently whilst under supervision.
<b>Learning Outcomes</b>	Learners will be able to:  <ol style="list-style-type: none"><li>1 Examine the lifecycle of an identified aquaculture species</li><li>2 Identify the main external features and internal organs of a fish and shellfish</li><li>3 Discuss the major feeding habits of fish and shellfish</li><li>4 Explore the important diseases for each farmed species and examine symptoms, treatments and control measures for the diseases</li><li>5 Identify what precautions can be taken to help prevent spread of disease</li></ol>

- 6 Illustrate the correct environment for growing fish and shellfish
- 7 Explore the preparation procedures for transporting juvenile stock and examine why transportation is stressful for fish/shellfish and discuss methods to alleviate stress
- 8 Examine the regulations governing the movement of live fish and shellfish
- 9 Identify the ideal temperature for transporting stock
- 10 Identify the features of a good site for production
- 11 Examine the factors which affect maturation of broodstock
- 12 Illustrate factors that affect stocking density
- 13 Examine the different equipment used for incubating ova and the different substrates used for hatching alevins
- 14 Examine the factors that affect feed rates and alter the food conversion ratio
- 15 Carry out a mortality check to include behavioural observation, condition of stock and recording and disposal of mortalities
- 16 Assist in a parasite check of stock
- 17 Carry out a method to batch weigh fish
- 18 Perform a sample for the oxygen, water temperature and visibility
- 19 Carry out ova, spat and smolt counting techniques
- 20 Perform a routine check on stock during transport
- 21 Strip broodstock and fertilise the ova (simulated if out of season)
- 22 Incubate the ova in prepared incubators
- 23 Record accurately husbandry data from hatchery operations
- 24 Control water level and flows in hatchery
- 25 Undertake an assessment of eggs

- 26 Hygienically remove mortalities from hatchery stock in preparation for their transfer to ongrowing vessel
- 27 Check screens and mesh sizes in tanks
- 28 Fill in a food log
- 29 Prepare broodstock for spawning
- 30 Record husbandry data accurately
- 31 Assist with the daily routine in algal production
- 32 Identify when a stock is unhealthy and report your findings to a manager
- 33 Carry out routine safety checks on transport equipment and prepare ova/juveniles/smolts for transport
- 34 Carry out good hygiene practices at all stages of the hatchery cycle
- 35 Complete a daily visual check of the hatchery and carry out the standard hatchery tasks
- 36 Identify when a hatch stock is ready for transfer through external appearance and population behaviour
- 37 Secure nets from predators
- 38 Perform grading of stock manually and with an automatic grader
- 39 Implement the correct use of fish pumps and oxygen systems for moving fish
- 40 Collect sort and prepare wild spat for ongrowing
- 41 Identify the different types of tanks, graders, pumps and feeding systems used in shellfish hatchery production
- 42 Summarise the methods used for feeding shellfish juveniles.

## **Assessment**

### **General Information**

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be

undertaken consistently and reflect current assessment guidelines. See [www.qqi.ie](http://www.qqi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Skills Demonstration	70%
Examination - Theory	30%

## 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.*

## Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at [www.qqi.ie](http://www.qqi.ie)

## 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:

1. Access to....aquariums, aerators, pumps, filtration, light and heaters
2. Microscopes, graticules, haemocytometer set, Sedwick rafter counting slides
3. Dissection kits, disposable gloves, dissection boards, fish and shellfish for dissections
4. Live shellfish for conditioning / spawning
5. Glassware
6. Fish feed (assorted)
7. Rotifers and artemia (their feed and culture vessels)
8. Assorted manual fish graders and mesh sieves for grading shellfish
9. Micro algae (paste and live)
10. Meters for oxygen, temperature, pH and salinity.  
Thermometers, hydrometers and secchi discs
11. Test kits for pH, ammonia, nitrate and nitrite

12. Fish eggs and sperm (or, simulated fish eggs and sperm)
13. Weighing scales, measuring boards and vernier callipers
14. Access to a finfish hatchery or nursery unit
15. Access to a shellfish hatchery and nursery unit
16. Classroom teaching facilities, Disinfectants, Laboratory coats, Safety glasses

**Supporting Documentation**

1. Current Safety and Health at Work legislation
2. BIM specific - manuals relating to hatchery production
3. Notes relating to each of the skills to be undertaken
4. Legislation relevant to hatchery production
5. Examples of existing hatchery licences
6. Aquaculture reference materials (books, journals etc.)
7. Current Safety and Health at Work legislation
8. Notes relating to each of the skills to be undertaken

**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. Some underpinning theory
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*

