

The Australian  
Prawn Industry  
Association



# Handling Prawns at Sea

Training Program  
for  
Prawn Trawler Crew –  
Basic and  
Advanced Levels

by Grant Carnie  
Australian Fisheries Academy

Funded by  
the Fisheries Research and  
Development Corporation



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## Trainer Guide

Handling Prawns at Sea  
Training Program for Prawn Trawler Crew – Basic and Advanced Levels  
by Grant Carnie, Australian Fisheries Academy

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## CONTENTS

|                                        |    |
|----------------------------------------|----|
| INTRODUCTION                           | 2  |
| POSSIBLE METHODS OF DELIVERY           | 6  |
| LEARNING OUTCOMES LEVEL 1              | 8  |
| EXAMPLE SESSION PLANS LEVEL 1          | 12 |
| SESSION PLANS LEVEL 1                  | 13 |
| LEARNING OUTCOMES ADVANCED LEVEL       | 45 |
| EXAMPLE SESSION PLANS ADVANCED LEVEL   | 48 |
| SESSION PLANS ADVANCED LEVEL           | 49 |
| SAMPLE ASSESSMENT PLANS LEVEL 1        | 65 |
| SAMPLE ASSESSMENT PLANS ADVANCED LEVEL | 75 |





## **INTRODUCTION**

### **WHO IS THIS TRAINER GUIDE FOR?**

This Trainer Guide has been developed as a training and assessment guide for anyone facilitating or delivering training to people involved in handling and processing prawns. It is principally designed for crew on trawlers but can easily be adapted to deliver training to people involved in shore-based processing facilities.

This Trainer Guide is designed to cover the general practices of handling, sorting, grading, packing, freezing and distribution of Australian sea-caught prawns and should be customised to take into account variances that occur between areas and indeed companies and boats within the one fishery. Local practices with regard to species, gradings, pack sizes, chilling or freezing methods, dipping solutions, as well as vessel layouts and equipment should be included in the training sessions.

This Trainer Guide can be used by trainers and assessors operating in a shore-based workshop, as a facilitator/tutor to independent or open learners, or by at-sea trainers and assessors. It is to be used in conjunction with a Learning Guide that all learners should be provided with and which is designed for self-paced learning as well as learning through structured workshops.

## WHAT'S IN THIS TRAINER GUIDE?

This Trainer Guide is based on practices that generally occur in Australian sea-caught prawn fisheries and adheres to the principles developed in the Australian Prawn Promotion Association (APPA) Code of Practice. It is therefore generic and designed as a basis for trainers and assessors to use and customize to fit the requirements of the targeted fishery, company or boat.

It covers two levels of training, a basic level for new or inexperienced crew and an advanced level for skippers, aspiring skippers and crew responsible for supervising the correct handling of prawns on board. It is assumed that people participating in the advanced level already have the underpinning knowledge and practical competence that is in the basic level program. Assessors assessing against competencies for a Seafood Industry Training Package qualification and who need to determine that the person being assessed has the basic level underpinning knowledge and competence can develop a recognition of prior learning (RPL) assessment using assessment methods from the basic level assessment section.

This Guide consists of:

- suggested delivery methods
- learning outcomes or processes learners will learn from the training program
- training session outline guide and notes
- overhead transparencies (OHTs) for trainers requiring them
- a list of desirable training resources
- assessment guidelines.

The training session guides and processes to be learnt are designed so they can be undertaken as discrete sequences of training or delivered as a complete session covering all the learning outcomes. For example, a trainer could decide to deliver the training in small blocks covering each process or learning outcome individually, i.e. one session may cover dipping of prawns, another session grading and so on. This also allows processes not relevant to the fishery, company or vessel to be omitted. Training for crew on trawlers that are only chilling prawns (rather than packing and freezing on board) can include only the sections applicable to their operation. All basic level learners will need to complete training on basic hygiene and handling procedures.



## **WHAT DO THE LEVELS COVER?**

The two levels are designed to cover the knowledge and skills necessary to handle prawns safely, hygienically and in a manner that contributes to a quality product leaving the boat—from the skill requirements for deck crew through to the knowledge and skills required by the skipper of a prawn trawler.

Basic level training covers:

- basic handling and hygiene principles
- processes in handling prawns on a typical Australian prawn trawler, including:
  - landing the catch
  - sorting and grading
  - dipping prawns
  - cooking prawns
  - handling prawns for chilling only
  - packing prawns
  - handling prawns in freezers
  - unloading.

Advanced level training covers:

- knowledge of potential problems that may occur in the handling process on board
- risk analysis and developing a HACCP plan
- problem solving, including:
  - methods for checking gradings
  - testing dip solutions
  - preparations and handling procedures during busy periods
- freezing and storage principles, including:
  - generation of heat
  - freezing cycle
  - correct snap/freezer loading
- unloading and transport
- correct paperwork requirements for the company, AQIS and others.

## WHAT DO YOU NEED TO BE FAMILIAR WITH?

To successfully deliver and assess a training program, trainers and assessors must have:

- good knowledge of and experience in product handling processes on a prawn trawler
- background knowledge and understanding of the handling processes of the target fishery, company and vessels
- the necessary training resources and a good understanding of how they work.

If assessors are assessing against the competencies in the Seafood Industry Training Package they must have, or use someone with, the required assessor qualifications.

Trainers and assessors must also understand the principles of competency based training (CBT).

### Remember

CBT is about the person being able to understand and do the required tasks, not how they reached competence.





## **POSSIBLE METHODS OF DELIVERY**

There are a range of delivery strategies that can be used, from self-paced or independent learning through to structured learning in a classroom situation and combinations of these. The method chosen will depend on issues such as the experience of the person or target group, the preferred delivery process of the companies involved and access to appropriate resources.

### **INDEPENDENT LEARNING**

Independent learning is a very flexible method as it allows the learner to work individually, and at their own pace. It is an ideal method for people who are unable to get to workshops or group training and are confident in their ability to learn without the discipline of a more structured program. It usually occurs in the workplace with a Learning Guide and is complemented by daily practical application of the skills being learned. Generally the learner needs to have access to a facilitator or tutor who can assist them when they strike any difficulties and confirm their progress.

Independent learning requires motivation, self-discipline and good time management to successfully complete the requirements of the training. It is also helpful if the learner already has some experience in the subject and so can be an ideal method for skippers or aspiring skippers with a lot of industry experience—they can learn at sea in their own time and be assessed independently towards a qualification.

New crew need some face-to-face training or structured learning. For this reason it is suggested that a fully independent learning strategy is not ideal for aspiring or new and inexperienced crew and is best suited to experienced crew and skippers wanting to gain competency at a more advanced level towards a recognised qualification.

## STRUCTURED LEARNING

Structured or group learning is a more formal approach where a facilitator or tutor organises training sessions for a group of learners, with a specific topic (or learning outcome) covered. Learning can even be carried out one on one.

This approach is suitable for a person or group who needs some guidance to understand and then demonstrate the required skill or skills. New crew members needing basic skills to work on a prawn trawler are an obvious example. A focused workshop at the more advanced level of training, such as an introduction to developing and implementing a HACCP process, could be another example.

The training session or sessions can be conducted in a shore-based facility or on board a vessel. Each individual process or learning outcome can be covered in separate sessions, or all processes can be delivered together. The method of delivery will depend on the location, the available resources and the learner/s, but should always include as much practical observation and demonstration as possible, particularly at the basic level.

### Combination of independent and structured learning

A combination of both learning methods is an ideal alternative, certainly at the advanced level where the learners have the capacity to learn on their own, but may feel the need for a structured short workshop to fill in the gaps. A specific workshop to deliver some underpinning or background knowledge on areas such as risk analysis and HACCP planning or regulatory and administration requirements of AQIS may be very useful and can complement and assist independent learning.

Face to face structured training will most certainly be required at some stage for the basic level but again this can be designed as an introduction, with independent learning and actual involvement in the processes on board rounding off the training.

Whichever method is decided on will depend on the level of the learners, their ability to take in the training, the location or environment, time factors and employer preference. However the training is delivered, the facilitator/trainer must ensure the learners have attained the level required by the training program, but more importantly, the standard expected on their boat and by their employer.





## LEVEL 1 TRAINING PROGRAM FOR PRAWN TRAWLER CREW

### LEARNING OUTCOMES

The learning outcomes are *what learners should understand and be able to achieve at the end of the training session.*

The assessment criteria are *the particular knowledge and skills that learners needs to be able to demonstrate competence in for the learning outcomes.*

| Learning Outcome                                                                                     | Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand basic hygiene practices and demonstrate safe and correct practices in handling prawns. | <ul style="list-style-type: none"><li>■ Explain the reasons for maintaining good hygiene practices on board and some of the problems that can occur if these are not followed.</li><li>■ Explain and demonstrate the personal hygiene standards and practices that are required by crew on a prawn trawler.</li><li>■ Explain and demonstrate the correct cleaning processes for equipment, surfaces and amenities on board a prawn trawler.</li></ul> |
| 2. Prepare the sorting area for correctly handling prawns landed on board.                           | <ul style="list-style-type: none"><li>■ Clean the sorting table and processing area correctly at the beginning of each day/night's fishing in preparation for landing the catch.</li><li>■ Segregate prawns from a previous shot so that they are handled first.</li></ul>                                                                                                                                                                             |

| Learning Outcome                                                                                                                                                                           | Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Sort, grade and wash prawns in accordance with vessel, company and industry standards.                                                                                                  | <ul style="list-style-type: none"> <li>■ Describe and demonstrate the sorting process and the correct separation of prawns by species, soft shell, loose head, broken or damaged, diseased and other identified defects.</li> <li>■ Describe grading techniques used (hand, roller, Haldane, other), the gradings applicable to the learner's operation, and the allowable acceptable out of grade tolerance level.</li> <li>■ Demonstrate correct grading of prawns into the required grades, adhering to the allowable tolerance level.</li> <li>■ Demonstrate correct washing procedures for sorted and graded prawns.</li> </ul> |
| 4. Dip prawns in a way that follows the requirements of the product used, meets the regulatory level for the particular market and is in line with vessel, company and industry standards. | <ul style="list-style-type: none"> <li>■ Explain the reason for dipping prawns in a preventative solution and the problems of incorrect use, the chemicals that can be used and safe handling of the chemicals.</li> <li>■ Explain and demonstrate the correct dipping procedure for a product that is used on board a prawn trawler including dip preparation, dipping method, dipping time and dip change intervals.</li> </ul>                                                                                                                                                                                                    |
| 5. Cook prawns so that they are hygienically handled and adequately cooked.                                                                                                                | <ul style="list-style-type: none"> <li>■ Explain the correct handling procedures prior to cooking including grading and any dipping requirements.</li> <li>■ Explain and demonstrate the procedure for preparing a cooker including correct water/prawn ratio, cooking temperature and salt usage.</li> <li>■ Explain and demonstrate the procedure for cooking prawns including stirring, timing and post-cooking cooling methods.</li> </ul>                                                                                                                                                                                       |

| Learning Outcome                                                                                            | Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. Handle prawns for storage in chilled water or brine.</p>                                              | <ul style="list-style-type: none"> <li>■ Explain the preparation of refrigerated brine tanks and correct temperature range to keep the chilled brine.</li> <li>■ Explain and demonstrate storage methods for prawns in brine tanks and the requirements regarding cooked and raw prawns.</li> <li>■ Explain and demonstrate correct unloading procedures from chilled brine tanks.</li> </ul>                                                |
| <p>7. Pack and weigh prawns in accordance with vessel, company and industry requirements and standards.</p> | <ul style="list-style-type: none"> <li>■ Explain the difference between random and fixed weight packs and net and gross weight.</li> <li>■ Explain the regulations regarding declared weight of cartons and the minimum information that needs to be on the various cartons.</li> <li>■ Demonstrate correct carton preparation, prawn drainage, weighing, marking and packing methods relevant to the vessel, company or fishery.</li> </ul> |
| <p>8. Handle prawns for correct and safe freezing and storage on board a prawn trawler.</p>                 | <ul style="list-style-type: none"> <li>■ Explain the three golden rules for freezing at sea, know the correct temperature for frozen prawns and describe the basic freezing cycle.</li> <li>■ Explain and demonstrate the correct methods for loading a snap freezer, transferring of product to the holding area and the storage of prawns in the holding area.</li> </ul>                                                                  |

**Learning Outcome**

**Assessment Criteria**

9. Unload prawns so the correct temperature and quality is maintained.

- Explain the two main problem areas (temperature and damage) that can occur in unloading and how to prevent these problems.





## EXAMPLE SESSION PLANS LEVEL 1

The example session plans are a suggested format for the delivery of training. They are a guide for the facilitator to follow and are not intended as the only method to use. They have been designed to be delivered in short sessions at sea or in a shore-based facility, but can equally be delivered all together in a full day workshop. Similarly, the times allocated to each session are a guide and the time required will depend on the learners, the facilities and the resources available. The session plans are designed to be used in conjunction with the Learning Guide *Handling Prawns at Sea–A Guide for Prawn Trawler Crew at Level 1*.

It is important that the sessions are relevant to the learner and, while following the selected learning outcomes, the training and assessment needs to be customised to the particular vessel, company and fishery requirements. For example, sorting and grading training will need to centre on the species and grading combinations that the learners are most likely to come across. Similarly only sessions or learning outcomes relevant to the targeted vessel, company or fishery need be chosen. Learners working, or seeking to work, in a wet boat fishery will not necessarily need the sessions related to freezer trawlers.

If the aim is to also assess for units of competency from the Seafood Industry Training Package care will need to be taken that the assessment guidelines for that unit of competency are met. Completion of the training program for *Prawn Trawler Crew at Level 1* should prepare learners for assessment in the following Seafood Industry Training Package units of competency:

- SFICORE101A Apply Basic Food Handling and Safety Practices
- MNQ.PO/05.A Contribute to Quality Systems

The first unit is a core competency that all people attempting to gain a Seafood Industry Training Package qualification must complete, and the second unit is an elective unit of competency at the Certificate II level. Refer to the Seafood Industry Training Package for further information.



## SESSION PLANS

# SESSION PLANS





## Session 1: Understand basic hygiene practices and demonstrate safe and correct practices in handling prawns

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | LEARNER ACTIVITIES                                                                              | TRAINING AIDS                                                    | SUGGESTED TIME |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Understand basic hygiene practices and problems that can occur if they are not followed</li> <li>■ Explain and demonstrate personal hygiene practices that prawn trawler crew follow</li> <li>■ Explain and demonstrate the correct cleaning procedures on a prawn trawler.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Stress the importance of correct hygiene and sanitation practices, using some examples of recent catastrophes (e.g. Garibaldi, Wallis Lakes oysters, Nippy's orange juice).</p> |                                                                                                 | OHTs                                                             | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ how bacteria forms and how it is transmitted</li> <li>■ problems that occur if bacteria is not controlled</li> <li>■ handling processes on a typical prawn trawler and where potential problems can occur.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Use bacteria testing strips on processing equipment and areas to demonstrate residual bacteria. | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 20 minutes     |

**Session 1: Understand basic hygiene practices and demonstrate safe and correct practices in handling prawns (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                 | LEARNER ACTIVITIES                                                                                                                                                                                                                                                                                                                      | TRAINING AIDS                                                               | SUGGESTED TIME    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------|
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ the importance of personal hygiene</li> <li>■ washing hands after going to the toilet</li> <li>■ cuts and sores covered</li> <li>■ no smoking near product</li> <li>■ no food/eating in process area while processing</li> <li>■ precautions in handling cooked and raw prawns.</li> </ul> | <p>Learners to demonstrate correct personal hygiene when handling prawns.</p>                                                                                                                                                                                                                                                           | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | <p>15 minutes</p> |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ the risk of contamination if surfaces and equipment are not correctly cleaned</li> <li>■ the risk of raw prawns in particular deteriorating and spoiling quickly if contaminated</li> <li>■ a typical cleaning process on a prawn trawler.</li> </ul>                                      | <p>Conduct a relevant cleaning exercise with the learners, including the four typical steps:</p> <ol style="list-style-type: none"> <li>1. Removing loose dirt (brushing and hosing)</li> <li>2. Washing (using detergents)</li> <li>3. Sanitising (using a relevant local method)</li> <li>4. Drying (bacteria love water).</li> </ol> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | <p>40 minutes</p> |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul>                                                                                                           |                                                                                                                                                                                                                                                                                                                                         | <p>OHTs</p>                                                                 | <p>10 minutes</p> |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be broken into two 45 minute sub-sessions with a break at the end of Part 3. 40–50 minutes is sometimes too long for one sitting and a break will prevent information overload.
3. The overhead transparencies (OHTs) are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

## Useful resources (not all essential)

- Access to a prawn trawler or processing area ashore for simulation
- Relevant cleaning agents
- Hose and water
- Deck brooms, scrubbing brushes
- Bacteria testing strips
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).



## Session 2: Prepare the sorting area for correctly handling prawns landed on board

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LEARNER ACTIVITIES                                                                                                                                                   | TRAINING AIDS                                                               | SUGGESTED TIME |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Correctly prepare and clean the sorting area for a day/night's fishing</li> <li>■ Correctly segregate a previous shot's prawns from a newly landed catch so that prawns landed first are handled first.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to the outcomes from Session 1 and the safe hygiene practices and the cleaning processes learnt.</p>                     |                                                                                                                                                                      | OHTs                                                                        | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ the importance of cleaning the sorting/processing area even though it was cleaned and sanitised at the end of the previous day/night's fishing</li> <li>■ the cleaning process that is appropriate</li> <li>■ the importance of separating a previously landed catch and sorting/handling it first so that spoilage does not begin.</li> </ul> <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> | <p>Conduct a cleaning process for the sorting area before the day/night's fishing begins.</p> <p>Demonstrate some correct ways to segregate two shots of prawns.</p> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | 25 minutes     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                      | OHTs                                                                        | 5 minutes      |

## **Session 2: Prepare the sorting area for correctly handling prawns landed on board (continued)**

### **Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be integrated with Session 1.
3. The OHTs are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

### **Useful resources (not all essential)**

- Access to a prawn trawler or processing area ashore for simulation
- Product (prawns) or simulated product
- Relevant cleaning agents
- Hose and water
- Deck brooms, scrubbing brushes
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).

### Session 3: Sort, grade and wash prawns in accordance with vessel, company and industry standards

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LEARNER ACTIVITIES                                                                                                                                                                                                                  | TRAINING AIDS                                                                        | SUGGESTED TIME                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Identify and separate the prawns by species, soft shell, loose head, broken or damaged, diseased and other identified defects</li> <li>■ Hand grade prawns into the required grades (and within acceptable tolerances) on a relevant prawn trawler and understand the use of any automated grading equipment that may be relevant</li> <li>■ Correctly wash prawns so they are ready for dipping and further processing.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Stress the importance of correct sorting, grading and washing and how a quality product that meets the end users' requirements relies on these processes.</p> | <p>Show an example of the various prawn species and conditions. If there is access to a reasonable selection of the various groupings, mix them and have learners practice sorting them by species (if relevant) and condition.</p> | <p>OHTs</p> <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br/>OHTs</p> | <p>10 minutes</p> <p>30 minutes</p> |

**Session 3: Sort, grade and wash prawns in accordance with vessel, company and industry standards (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                             | LEARNER ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                               | TRAINING AIDS                                                               | SUGGESTED TIME    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------|
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ size gradings prawns can be sorted into and the grading ranges relevant to the learners</li> <li>■ the importance of accurate gradings and the tolerance levels that are acceptable</li> <li>■ how some automated grading machines work (the type/s that learners may use).</li> </ul> | <p>Show various prawn sizes (ideally with prawns but if not available with some other means such as to-scale drawings).</p> <p>If access to a mixed lot of prawns of various sizes is available, have learners practice hand grading them correctly within acceptable tolerance levels.</p> <p>If the use of a grading machine is relevant, demonstrate the procedure for using the machine.</p> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | <p>45 minutes</p> |
| <p>Explain the reason prawns need to be thoroughly washed and describe a relevant method for washing prawns.</p>                                                                                                                                                                                                                                | <p>Wash or simulate the correct washing process for prawns.</p>                                                                                                                                                                                                                                                                                                                                  | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | <p>15 minutes</p> |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                  | <p>OHTs</p>                                                                 | <p>10 minutes</p> |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be broken into two or three sub-sessions and sorting and grading skill sessions can be combined. 40–50 minutes is sometimes too long for one sitting and a break will prevent information overload.
3. The OHTs (overhead transparencies) are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

## Useful resources (not all essential)

- Access to a prawn trawler or processing area ashore for simulation
- 50 kg mixed prawns by species and condition (relevant species, broken and damaged, soft shell, loose and broken head, diseased, other relevant defects)
- 50 kg mixed prawns by size (from extra large to small)
- Sorting buckets or other relevant equipment
- Grading machine
- Prawn holding baskets
- Hose and water
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).



## Session 4: Dip prawns in a way that follows the requirements of the product used, meets the regulatory level for the particular market and is in line with vessel, company and industry standards

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LEARNER ACTIVITIES                                                                     | TRAINING AIDS                                                    | SUGGESTED TIME |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Describe why prawns are dipped in a preventative solution, the types of chemicals that can be used and how to safely handle and store chemicals used</li> <li>■ Prepare a solution correctly and know and demonstrate how long the solution is used before changing it</li> <li>■ Correctly dip prawns and know how long to leave them in a dip.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Stress how critical it is that the solution is prepared according to instructions, prawns are dipped for the correct time and the solution is changed regularly.</p> |                                                                                        | OHTs                                                             | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ why and when prawns are dipped in a preventative solution</li> <li>■ various chemicals that can be used</li> <li>■ how the chemicals need to be correctly handled and stored.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                        | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 10 minutes     |
| Explain how to prepare a dip relevant to the learner and the importance of correct measurements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Demonstrate how to correctly prepare a dip solution and have the learners prepare one. | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 15 minutes     |

**Session 4: Dip prawns in a way that follows the requirements of the product used, meets the regulatory level for the particular market and is in line with vessel, company and industry standards (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LEARNER ACTIVITIES                                                                                                                                        | TRAINING AIDS                                                            | SUGGESTED TIME    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------|
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ correct method for dipping prawns including sufficient washing of prawns first, agitating when in dip to ensure proper coverage and time in dip (and measuring methods, e.g. timer)</li> <li>■ problems with too little or too much dipping (black spot, exceeding allowable limits) and some common allowable limits of solution on prawns</li> <li>■ the importance of replacing the dip after a certain time and/or use and what that time is for the relevant solution.</li> </ul> <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> | <p>Demonstrate and have learners correctly dip prawns as explained. Use a test kit to show the result if dipped for longer than the recommended time.</p> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br/>OHTs</p> | <p>25 minutes</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                           | <p>OHTs</p>                                                              | <p>10 minutes</p> |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be delivered in one sitting but could be broken into 35 and 30 minute sub-sessions with a break at the end of Part 3. 40–50 minutes is sometimes too long for one sitting and a break will prevent information overload.
3. The OHTs are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

## Useful resources (not all essential)

- Access to a prawn trawler or processing area ashore for simulation
- 50 kg prawns
- Prawn holding baskets
- Hose and water
- Dipping tank (big enough to hold at least 100 litres of water)
- Metabisulphite (or other treatments if used – everfresh, HQ Bacterol F, Antidot)
- Merckoquant sulphite test strips
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).



## Session 5: Cook prawns so that they are hygienically handled and adequately cooked

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LEARNER ACTIVITIES | TRAINING AIDS                                                    | SUGGESTED TIME |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Describe the correct handling and cooking procedures for cooking prawns on board</li> <li>■ Prepare a cooker for cooking prawns using the correct water/prawn ratio and the correct water temperature</li> <li>■ Prepare prawns for cooking, correctly cook them and cool them properly when removed from the cooker.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to the outcomes from the session on grading.</p> <p>Stress the importance of handling prawns hygienically and adequately cooking them.</p> |                    | OHTs                                                             | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ prawns need to be graded so they cook evenly and are thoroughly washed before cooking</li> <li>■ dipping is not generally required unless there is a time lag until they are cooked and describe the dipping procedure in that case</li> <li>■ types of cookers and heating agents available.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |                    | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 10 minutes     |

**Session 5: Cook prawns so that they are hygienically handled and adequately cooked (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                   | LEARNER ACTIVITIES                                                                                                                                                                                                   | TRAINING AIDS                                                    | SUGGESTED TIME |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------|
| Explain how to prepare a cooker including the correct water/prawn ratio, the level of water in relation to the top of the cooker, any salting and the water temperature before placing prawns in a cooker.                                                                                                                                                                                                                            | Have learners correctly prepare a cooker ready to cook prawns.                                                                                                                                                       | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 15 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ correct cooking method including amount of prawns per cook, stirring and time guidelines, stressing the importance of cooking time and how to determine when prawns are cooked</li> <li>■ cooling procedure on taking cooked prawns from the cooker and why it is important</li> <li>■ separating cooked and raw prawns and never handling both at the same time.</li> </ul> | <p>Have learners correctly cook prawns in the cooker they have prepared, cool them properly after cooking and prepare them for further processing.</p> <p>Check prawns are adequately cooked and cooled quickly.</p> | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 20 minutes     |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul>                                                                                                                                                                                             |                                                                                                                                                                                                                      | OHTs                                                             | 5 minutes      |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be delivered in one sitting but can be broken into approximately two 30 minute sub-sessions. 40–50 minutes is sometimes too long for one sitting and a break will prevent information overload.
3. The OHTs are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

## Useful resources (not all essential)

- Access to a prawn trawler or processing area ashore for simulation
- 30 kg raw prawns
- Prawn holding baskets
- Hose and water
- Cooker and heating agent (gas, electricity or diesel)
- Cooling tank
- Scoop
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).



## Session 6: Handle prawns for storage in chilled water or brine

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | LEARNER ACTIVITIES                                                                                                                                                   | TRAINING AIDS                                                               | SUGGESTED TIME |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Describe a relevant chilling method and the temperature range that chilled prawns need to be kept at</li> <li>■ Prepare a tank for holding prawns and use an appropriate storage method to hold prawns in the tank</li> <li>■ Unload prawns from the chilled holding tank so that quality is maintained.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to boats not using freezers and the need on freezer trawlers to store prawns at times in chilled brine.</p>                                                                                                 |                                                                                                                                                                      | OHTs                                                                        | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ prawns deteriorate quickly and need to be chilled as soon as possible</li> <li>■ the temperature chilled prawns need to be kept at and that the brine water must be at that temperature before storing prawns</li> <li>■ storage methods (such as netting bags) and the correct amount and method to maintain quality</li> <li>■ unloading prawns from chilled tanks to maintain temperature and quality</li> <li>■ other procedures in the operation that learners may be involved in such as any grading and sorting.</li> </ul> <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> | <p>Have learners prepare prawns for storing in chilled water.</p> <p>Correctly store prawns in a chilled brine tank.</p> <p>Correctly unload them from the tank.</p> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | 20 minutes     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                      | OHTs                                                                        | 10 minutes     |

### **Session 6: Handle prawns for storage in chilled water or brine (continued)**

#### **Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be delivered in one sitting.
3. The OHTs are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

#### **Useful resources (not all essential)**

- Access to a prawn trawler or processing area ashore for simulation
- 30 kg raw prawns
- Prawn holding baskets
- Hose and water
- Holding bags or other storage method
- Access to a lifting mechanism
- Gaff
- Refrigerated brine tank
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).

## Session 7: Pack and weigh prawns in accordance with vessel, company and industry requirements and standards

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | LEARNER ACTIVITIES | TRAINING AIDS                                                               | SUGGESTED TIME |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Describe the difference between random and fixed weight packs and net and gross weight</li> <li>■ Know the regulation regarding weight control of a carton of prawns and describe the carton markings required for a relevant operation</li> <li>■ Prepare cartons for packing prawns, correctly drain prawns, weigh and pack accurately according to relevant requirements and mark the cartons correctly.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to boats not using freezers and the need on freezer trawlers to store prawns at times in chilled brine.</p> |                    | OHTs                                                                        | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ the difference between random and fixed weight cartons and when either may be used</li> <li>■ the difference between net and gross weight and the importance of properly draining prawns to prevent unwanted ice in the pack</li> <li>■ regulations regarding weight control and that the normal practice is a small overpack to ensure the pack will be at least the declared weight.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |                    | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | 15 minutes     |

**Session 7: Pack and weigh prawns in accordance with vessel, company and industry requirements and standards (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | LEARNER ACTIVITIES                                                                                                                                                                                                               | TRAINING AIDS                                                               | SUGGESTED TIME    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------|
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ how cartons relevant to learners are prepared and why a plastic liner is inserted</li> <li>■ the importance of properly draining prawns before packing</li> <li>■ packing methods including any relevant procedure such as finger laying</li> <li>■ correct weighing of the carton relevant to the operation learners are involved in</li> <li>■ correct method to seal the carton and the carton markings relevant to the operation learners are involved in.</li> </ul> <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> | <p>Have learners prepare cartons and (if access to prawns is available) make sure the product is adequately drained, then packed and weighed according to the relevant procedure and the carton correctly marked and sealed.</p> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide</p> <p>OHTs</p> | <p>35 minutes</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  | OHTs                                                                        | 10 minutes        |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be delivered in one sitting.
3. The OHTs are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

## Useful resources (not all essential)

- Access to a prawn trawler or processing area ashore for simulation
- 50 kg raw prawns
- Prawn holding baskets
- Hose and water
- Cartons and liners
- Processing table
- Scales (relevant to the operation the learner may be involved with)
- Marking pens
- Stapler
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).



## Session 8: Handle prawns for correct and safe freezing and storage on board a prawn trawler

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | LEARNER ACTIVITIES | TRAINING AIDS                                                    | SUGGESTED TIME |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ describe the three golden rules for freezing at sea</li> <li>■ correctly load packed cartons into the snap freezer so they are able to be frozen quickly and evenly</li> <li>■ correctly transfer frozen cartons from the snap to the holding area to maintain temperature and quality and store them correctly in the holding area.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training to the previous sessions and the need to get the prawns as quickly as possible to the freezer area.</p> <p>Stress the importance of correct stacking of snap and holding areas to ensure quick freezing and maintaining temperature.</p> |                    | OHTs                                                             | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ three golden rules of freezing (freeze it fast, freeze it cold, keep it frozen)</li> <li>■ describe in simple terms the freezing cycle and the minimum and optimum temperature that frozen product must be kept at.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 15 minutes     |

**Session 8: Handle prawns for correct and safe freezing and storage on board a prawn trawler (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | LEARNER ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | TRAINING AIDS                                                        | SUGGESTED TIME    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------|
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ correct arrangement for prawns in a snap freezer and the importance of keeping the area in front of the fans clear to ensure good air flow</li> <li>■ temperature (and time) prawns require before being removed from the snap freezer</li> <li>■ correct clothing to wear when working in a freezer area and safety precautions to take.</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>■ the importance of quickly moving prawns from the snap freezer to the holding area and the problems that occur if the temperature rises</li> <li>■ correct loading of a holding room to ensure good air flow, the segregation of cooked and raw product and any other loading procedures (such as separating by gradings) relevant to the operation that learners may be involved in</li> <li>■ method to stack prawns that may need to be removed from the snap freezer before the ideal temperature was reached.</li> </ul> | <p>Have learners correctly load a snap freezer with cartons of real (or simulated) product, wearing freezer suits and other protective equipment if the freezer is running.</p>                                                                                                                                                                                                                                                                                                                                          | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide OHTs</p> | <p>20 minutes</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Have learners move product (or simulated product) from the snap freezer to the holding area, wearing a freezer suit and other protective equipment if the freezer is running and correctly load the holding area according to the relevant procedure.</p> <p>Have learners demonstrate a method to stack product that hasn't reached the required temperature.</p> <p>Have learners demonstrate what they would do in the event of an emergency such as being accidentally enclosed in one of the freezing areas.</p> | <p>A Guide for Prawn Trawler Crew at Level 1 Learning Guide OHTs</p> | <p>25 minutes</p> |

| LEARNING STRATEGIES                                                                                                                                                                                                                       | LEARNER ACTIVITIES | TRAINING AIDS | SUGGESTED TIME |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------|----------------|
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> |                    | OHTs          | 10 minutes     |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be delivered in one sitting or can be broken into 45 and 35 minute sub-sessions with a break at the end of part 3. 40–50 minutes is sometimes too long for one sitting and a break will prevent information overload.
3. The OHTs (overhead transparencies) are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

## Useful resources (not all essential)

- Access to a prawn trawler or freezer area ashore for simulation
- Sufficient cartons of prawns to demonstrate loading (or empty cartons for simulation)
- Loading chutes or any other relevant equipment for loading
- Freezer suits, gloves, balaclavas
- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Personal protective equipment for learners (boots, wet weather gear, gloves).





## Session 9: Unload prawns so that the correct temperature and quality is maintained

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                              | LEARNER ACTIVITIES                                                                                                     | TRAINING AIDS                                                    | SUGGESTED TIME           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Unload prawns so quality is maintained.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training to the previous sessions and the need to handle cartons so they are not dropped and frozen product damaged.</p> |                                                                                                                        | OHT s                                                            | 5 minutes                |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ prawns need to be unloaded as quickly as possible and by a method that maintains the lowest temperature possible</li> <li>■ cartons need to be handled so they are not dropped running the risk of shattering the product which can be brittle when frozen.</li> </ul>                                                                                                                                  | Have learners involved in an unloading process or simulate the process by going through a typical unloading procedure. | A Guide for Prawn Trawler Crew at Level 1 Learning Guide<br>OHTs | 10 minutes plus activity |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Summarise all the learning outcomes of the basic level training program.</li> </ul>                                                                                                                                                                                         |                                                                                                                        | OHTs<br>OHTs from the other sessions as a summary                | 15 minutes               |

### **Session 9: Unload prawns so that the correct temperature and quality is maintained (continued)**

#### **Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. The session can be delivered in one sitting.
3. The OHTs are suitable for a shore-based setting with access to an overhead projector, however the OHTs can be photocopied and used as handouts, blown up and stuck on a galley wall or simply rewritten on a whiteboard (if available).

#### **Useful resources (not all essential)**

- Access to a prawn trawler or freezer area ashore for simulation
- Sufficient cartons of prawns to demonstrate unloading (or empty cartons for simulation)
- Unloading aids (e.g. conveyor, boom and winch, any other relevant equipment)
- Freezer suits, gloves, balaclavas
- Overhead projector
- Whiteboard and markers
- TV and video recorder.



## ADVANCED TRAINING PROGRAM FOR SKIPPER AND PRAWN TRAWLER CREW

### LEARNING OUTCOMES

The learning outcomes are *what learners should understand and be able to achieve at the end of the training session.*

The assessment criteria are *the particular knowledge and skills that learners need to be able to demonstrate competence in for the learning outcomes.*

| Learning Outcome                                                                                        | Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the range of potential problems that can occur in handling prawns on board a prawn trawler. | <ul style="list-style-type: none"><li>■ Describe potential problems that can occur in handling prawns and procedures/systems checklists to follow to prevent these problems from occurring.</li></ul>                                                                                                                                                                                                                                    |
| 2. Prepare a food safety and quality plan for a prawn trawler.                                          | <ul style="list-style-type: none"><li>■ Describe the legislative and other requirements that a prawn trawler may be subject to including health authorities, AQIS and APPA Code of Conduct.</li><li>■ Develop a risk analysis and/or HACCP plan for a vessel learners are familiar with describing:<ul style="list-style-type: none"><li>■ process flow</li><li>■ hazard analysis</li><li>■ critical control points.</li></ul></li></ul> |

### **Learning Outcome**

### **Assessment Criteria**

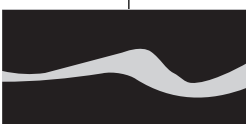
|                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Use checks and problem solving methods to ensure quality and regulatory requirements are being maintained.</p> | <ul style="list-style-type: none"> <li>■ Describe and/or demonstrate a method for checking that prawn gradings are correct.</li> <li>■ Describe and/or demonstrate a testing procedure to check the approximate concentration of metabisulphite, and know the allowable levels relevant to cooked and raw prawns for various markets.</li> <li>■ Describe and/or demonstrate procedures in preparation for handling prawns in busy periods.</li> <li>■ Describe and/or demonstrate how to check the accuracy of scales and a technique for checking the correct net weight of a frozen pack of prawns.</li> </ul> |
| <p>4. Use correct freezing and storage principles to maintain quality.</p>                                           | <ul style="list-style-type: none"> <li>■ Describe in some detail the freezing cycle, spoilage temperatures/times and generation of heat.</li> <li>■ Describe and/or demonstrate correct management of snap room and holding room loading procedures, including segregation of cooked and raw product, adequate air flow and transfer between the snap and holding room.</li> </ul>                                                                                                                                                                                                                                |
| <p>5. Manage unloading and transport to maintain quality of the product.</p>                                         | <ul style="list-style-type: none"> <li>■ Describe and/or demonstrate unloading procedures to maintain the correct temperature of the product and eliminate the risk of damage.</li> <li>■ Describe the checks to make regarding transportation to ensure the product will reach its destination in acceptable condition.</li> </ul>                                                                                                                                                                                                                                                                               |

## Learning Outcome

6. Maintain good record keeping on board and meet the correct recording requirements for the company, AQIS and other stakeholders.

## Assessment Criteria

- Demonstrate the types of relevant record keeping on board such as daily and trip production records, quality checks, system checklists and training records.
- Demonstrate the correct regulatory and company paperwork requirements when unloading the product.



## EXAMPLE SESSION PLANS ADVANCED LEVEL

The example session plans are a suggested format for the delivery of training. They are a guide for the facilitator to follow and are not intended as the only method to use. They have been designed to be delivered in small sessions at sea or in a shore-based facility although the advanced level will most often be completed independently by the learner with selected learning outcomes or topics being packaged in a workshop to complement independent learning. For example, a workshop might be structured to deliver underpinning knowledge in developing a HACCP plan and demonstrate correct record keeping requirements. The session plans are designed to be used in conjunction with the Learning Guide *Handling Prawns at Sea–A Guide for Prawn Trawler Skippers and Crew at Advanced Level*.

As with the basic level training it is important that the sessions or workshops are relevant to the learner and, while following the selected learning outcomes, the training and assessment needs to be customised to the particular vessel, company and fishery requirements. For example, company record keeping and regulatory paperwork requirements must be the type learners are most likely to come across. Similarly only sessions or learning outcomes relevant to the targeted vessel, company or fishery need be chosen. If the learner will not be required to do a HACCP plan, a risk analysis may be all that needs to be learnt. However, beware that this may not lead to successful assessment in some units of competency from the Seafood Industry Training Package.

If the aim is to assess for units of competency from the Seafood Industry Training Package, care will need to be taken that the assessment guidelines for that unit of competency are met. It is assumed that the person being assessed at this level has already been assessed in the units of competency described in the basic training program. Completion of all the learning outcomes from the training program for *Prawn Trawler Skippers and Crew at Advanced Level* should prepare learners for assessment in the following Seafood Industry Training Package units of competency (which are at Certificate III level):

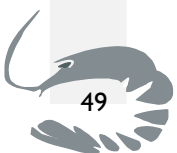
- FDFOPTFS3A *Participate in a HACCP Team*
- MTMS30A *Coordinate Hygiene and Sanitation Process*

It should also lead towards assessment of other units of competency that a learner may want to complete. Refer to the Seafood Industry Training Package for further information.



## SESSION PLANS

# SESSION PLANS





## Session 1: Identify the range of potential problems that can occur in handling prawns on board a prawn trawler

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LEARNER ACTIVITIES                                                                                                                                                                                                                                                                                              | TRAINING AIDS                                                                                | SUGGESTED TIME |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Identify a range of problems that can occur in the handling and processing chain on board a prawn trawler</li> <li>■ Develop a procedure checklist to identify and help prevent these problems from occurring.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to boats not using freezers and the need on freezer trawlers to store prawns at times in chilled brine.</p> |                                                                                                                                                                                                                                                                                                                 | OHTs                                                                                         | 10 minutes     |
| <p>Explain a systematic method to follow the chain of actions from landing through on board handling to unloading and dispatching. Identify problems in the system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Study a simulated or real process (ideally learner's own operation), identify potential problem areas and develop alternatives.</p> <p>Develop a checklist to use for day-to-day operation such as crew responsibilities; cleaning schedule; cooking, dipping and freezer procedures; and crew training.</p> | <p>APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level</p> <p>OHTs</p> | 100 minutes    |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                 | OHTs                                                                                         | 10 minutes     |

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**Session 1: Identify the range of potential problems that can occur in handling prawns on board a prawn trawler (continued)**

**Notes**

1. Other reference material includes:

- APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra

2. This session can be delivered in conjunction with Learning Outcome 2 or Session 2 (risk analysis and/or HACCP plan) as both have very similar objectives.

**Useful resources (not all essential)**

- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Access to a prawn trawler
- A developed procedure checklist from a real or simulated process.

## Session 2: Prepare a food safety and quality plan for a prawn trawler

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LEARNER ACTIVITIES                                                                                                                                | TRAINING AIDS                                                                                                                            | SUGGESTED   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Describe the legislative and other requirements that a prawn trawler may be subject to</li> <li>■ Prepare a food safety and quality plan (either a risk analysis or a HACCP plan) for a prawn trawler product handling operation.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to the outcomes from Session 1 and discuss how they are similar and can be developed simultaneously.</p> |                                                                                                                                                   | OHTs                                                                                                                                     | 10 minutes  |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ regulatory and other requirements for a food quality and safety plan either as a risk analysis plan or more ideally a HACCP plan</li> <li>■ importance of having such a system in place</li> <li>■ technique to develop a food quality and safety plan.</li> </ul> <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul>                                                                                       | <p>Develop a food safety and quality plan (either a risk analysis or a HACCP plan) for a real or simulated (ideally learner's own) operation.</p> | <p>APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level</p> <p>APPA Food Quality and Safety Program</p> <p>OHTs</p> | 240 minutes |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                   | OHTs                                                                                                                                     | 10 minutes  |

## **Session 2: Prepare a food safety and quality plan for a prawn trawler (continued)**

### **Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. This session could and would normally be delivered in conjunction with Learning Outcome 1 or Session 1 (identifying problems and developing checklists and procedures) as both have very similar objectives.

### **Useful resources (not all essential)**

- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Access to a prawn trawler
- A developed risk analysis or HACCP plan from a real or simulated process
- Presentation by an AQIS representative or other food safety and quality expert.

### Session 3: Use check and problem solving methods to ensure that quality and regulatory requirements are being maintained

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LEARNER ACTIVITIES                                                                           | TRAINING AIDS                                                                     | SUGGESTED TIME |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Develop a method for checking that prawn gradings are correct</li> <li>■ Describe legal requirements for preventative solutions and use a testing procedure to check the approximate concentrate on prawns</li> <li>■ Describe the procedure to prepare for handling prawns in busy periods</li> <li>■ Check the accuracy of scales and a technique for checking the correct net weight of a frozen pack.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to the outcomes from Sessions 1 and 2 and stress how the check procedures are critical to the food safety plan.</p> |                                                                                              | OHTs                                                                              | 10 minutes     |
| <p>Explain and discuss:</p> <ul style="list-style-type: none"> <li>■ need for a checking method for gradings and the relevant tolerance levels</li> <li>■ methods used to check required gradings are being correctly achieved.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade prawns (if available) and use a method to check the accuracy of the gradings.          | APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level<br>OHTs | 30 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ various concentration levels of preventative solution used (markets, raw and cooked)</li> <li>■ procedure for using merckoquant sulphite test strips to check the concentration of meta on prawns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Dip prawns (if available) for different periods of times and check the concentration levels. | APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level<br>OHTs | 30 minutes     |

**Session 3: Use check and problem solving methods to ensure that quality and regulatory requirements are being maintained (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                       | LEARNER ACTIVITIES                          | TRAINING AIDS                                                                                | SUGGESTED TIME |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------|----------------|
| <p>Explain and discuss:</p> <ul style="list-style-type: none"> <li>■ why it is important to prepare for the possibility of a busy period</li> <li>■ how to prepare for a likely busy period</li> </ul>                                    |                                             | <p>APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level</p> <p>OHTs</p> | 20 minutes     |
| <p>Explain and discuss:</p> <ul style="list-style-type: none"> <li>■ why it is important to regularly check the accuracy of the scales being used</li> <li>■ methods to check relevant scales.</li> </ul>                                 | Use a relevant method to check some scales. | <p>APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level</p> <p>OHTs</p> | 20 minutes     |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> |                                             | OHTs                                                                                         | 10 minutes     |

## Notes

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. This session could be delivered in conjunction with Learning Outcomes 1 and 2 or Sessions 1 and 2 as methods to assist the food safety and quality process being achieved.

## Useful resources (not all essential)

- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Access to a prawn trawler
- 50 kg mixed prawns by size
- Prawn holding baskets
- Sorting buckets or other relevant equipment
- Scales
- Checking weight
- Hose and water
- Dipping tank (big enough to hold at least 100 litres of water)
- Metabisulphite (or other treatments if used – everfresh, HQ Bacterol F, Antidot)
- Merckoquant sulphite test strips.



## Session 4: Use correct freezing and storage principles to maintain quality

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | LEARNER ACTIVITIES                                                                                                                         | TRAINING AIDS                                                                     | SUGGESTED TIME |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Describe in some detail the freezing cycle and critical temperature and time ratios</li> <li>■ Describe generation of heat</li> <li>■ Develop a process to manage the handling of prawns in the snap room and holding room including defrosting the units.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the objectives of the training session to the outcomes from Sessions 1 and 2 and stress how the check procedures are critical to the food safety plan.</p> |                                                                                                                                            | OHTs                                                                              | 10 minutes     |
| <p>Explain:</p> <ul style="list-style-type: none"> <li>■ freezing cycle and the graphs relating to temperature and time ratios</li> <li>■ generation of heat and how it can be prevented on a prawn trawler.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                            | APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level<br>OHTs | 30 minutes     |
| <p>Explain and discuss:</p> <ul style="list-style-type: none"> <li>■ procedures to manage the handling of prawns in the snap room, the holding room and the transfer between the two so that the product is frozen quickly, maintains optimum temperature and the quality of prawns is maintained</li> <li>■ reason for defrosting the freezer unit and the procedures in a relevant operation.</li> </ul>                                                                                                                                                                                                                                                                                      | <p>Learners to develop a handling process for a vessel.</p> <p>Learners to demonstrate (if access to a unit) the defrosting procedure.</p> | APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level<br>OHTs | 60 minutes     |

**Session 4: Use the correct freezing and storage principles to maintain quality (continued)**

| LEARNING STRATEGIES                                                                                                                                                                                                                       | LEARNER ACTIVITIES | TRAINING AIDS | SUGGESTED TIME |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------|----------------|
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul> |                    | OHTs          | 10 minutes     |

**Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra

**Useful resources (not all essential)**

- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Access to a prawn trawler
- Access to a freezer unit (on board or ashore).

## Session 5: Manage unloading and transport to maintain quality of the product

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | LEARNER ACTIVITIES | TRAINING AIDS                                                                                | SUGGESTED TIME |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Manage unloading to maintain temperature and prevent damage to the product</li> <li>■ Take measures to ensure the transportation of the product will maintain quality.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p>                                                                                           |                    | OHTs                                                                                         | 5 minutes      |
| <p>Explain and discuss:</p> <ul style="list-style-type: none"> <li>■ two main problems that can occur in unloading (temperature and damage) and procedures to prevent problems from occurring relevant to the operation (frozen or chilled product)</li> <li>■ requirement to ensure the relevant transport method is set up to maintain temperature and prevent damage during transportation</li> <li>■ preparation and specifications of a formal agreement with the transport company regarding maintaining quality.</li> </ul> |                    | <p>APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level</p> <p>OHTs</p> | 20 minutes     |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Explain what the next session will cover.</li> </ul>                                                                                                                                                                                                                                                                                          |                    | OHTs                                                                                         | 5 minutes      |

### *Session 5: Manage unloading and transport to maintain quality of the product (continued)*

#### **Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra

#### **Useful resources (not all essential)**

- Overhead projector
- Whiteboard and markers
- TV and video recorder.

## Session 6: Maintain good record keeping on board and meet the correct recording requirements for the company, AQIS and other stakeholders

| LEARNING STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                           | LEARNER ACTIVITIES                                                      | TRAINING AIDS                                                                     | SUGGESTED TIME |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------|
| <p>Explain the objectives of the training session and what learners will be able to do:</p> <ul style="list-style-type: none"> <li>■ Maintain correct record keeping and regulatory paperwork for the vessel, company and other stakeholders such as AQIS.</li> </ul> <p>Describe how the session will be structured and the explanations and demonstrations that will be included.</p> <p>Link the outcome of this session to Session 5.</p> |                                                                         | OHTs                                                                              | 5 minutes      |
| <p>Explain and discuss:</p> <ul style="list-style-type: none"> <li>■ record keeping that may be required for the vessel and company such as daily and trip production records, quality checklists, systems checklists and training records</li> <li>■ relevant paperwork required by regulatory bodies and others such as transport companies on unloading product.</li> </ul>                                                                | Have learners prepare relevant records and other paperwork (simulated). | APPA Learning Guide for Prawn Trawler Skippers and Crew at Advanced Level<br>OHTs | 30 minutes     |
| <p>Summary:</p> <ul style="list-style-type: none"> <li>■ Describe the objectives of the training session again.</li> <li>■ Get feedback from learners on what was learnt.</li> <li>■ Summarise all the outcomes of the advanced level training.</li> </ul>                                                                                                                                                                                    |                                                                         | OHTs                                                                              | 10 minutes     |

**Session 6: Maintain good record keeping on board and meet the correct recording requirements for the company, AQIS and other stakeholders (continued)**

**Notes**

1. Other reference material includes:
  - APPA. 1997. *Australian Sea Caught Prawns—A Code of Practice*. Canberra
2. This session could be delivered in conjunction with Learning Outcome 5 or Session 5

**Useful resources (not all essential)**

- Overhead projector
- Whiteboard and markers
- TV and video recorder
- Relevant on board record sheets
- Relevant regulatory documents
- Relevant transport documentation.



## SAMPLE ASSESSMENT PLANS FOR THE LEVEL 1 PROGRAM

The assessment plans are a guide for trainers/assessors to use to determine whether learners have met the assessment criteria, defined as ***the particular knowledge and skills that learners need to be able to demonstrate competence in for the learning outcomes.***

The method of assessment can vary and can be assessed as each learning outcome or session is completed or can be combined with a number of sessions and assessed holistically. The methods of assessment are simply suggestions and assessors may want to use another method or only use parts of the samples provided. The assessment needs to be customised to the particular vessel, company and fishery requirements. For example, sorting and grading assessment will need to focus on the species and grading combinations that learners are most likely to come across.

It is important to remember that the assessment plans provided are aimed at the learning outcomes or sessions within the training program for *Prawn Trawler Crew at Level 1*. If the aim is also to assess units of competency from the Seafood Industry Training Package, care will need to be taken that the assessment guidelines for that unit of competency are met. Refer to *Example Session Plans Level 1* in this Trainer Guide for a guide to the units of competency from the Seafood Industry Training Package that should align with the learning outcomes from this program. Also refer to the Seafood Industry Training Package for further information.

The suggested format for the basic level program is oral and/or written questions to assess underpinning knowledge and practical demonstration to assess a person's ability to complete the tasks. It is also important to remember that competence is best fully determined on the job so that a true indication of the person's ability to perform under real conditions is tested. This is not always practical but should be used if possible.

## UNDERSTAND BASIC HYGIENE PRACTICES AND DEMONSTRATE SAFE AND CORRECT PRACTICES IN HANDLING PRAWNS

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                            | ✓/✗ |
|--------------------------------------------------------------------------------------|-----|
| 1. How can bacteria be transmitted to prawns by a crew member?                       |     |
| 2. What procedures should a crew member follow to minimise the risk of transmission? |     |
| 3. What personal protective gear should you be using?                                |     |
| 4. What are the four usual stages of a cleaning process?                             |     |
| 5. Name a chemical cleaning agent commonly used on a prawn trawler.                  |     |
| 6. What is the difference between a detergent and a sanitiser?                       |     |
| 7. How would you know the correct procedure for using a cleaning agent?              |     |

### Practical demonstration checklist

| Observation                                                                             | ✓/✗ |
|-----------------------------------------------------------------------------------------|-----|
| 1. Proper personal hygiene practices are demonstrated when involved in handling prawns. |     |
| 2. Personal protective gear is correctly cleaned and stored.                            |     |
| 3. The correct cleaning procedure is followed.                                          |     |

## PREPARE THE SORTING AREA FOR CORRECTLY HANDLING PRAWNS LANDED ON BOARD

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                                               | ✓/✗ |
|---------------------------------------------------------------------------------------------------------|-----|
| 1. Why it is necessary to re-clean the sorting/processing area before commencing a day/night's fishing? |     |
| 2. What is the appropriate cleaning procedure?                                                          |     |
| 3. Why is it necessary to segregate a previous shot's prawns from a newly landed catch?                 |     |

### Practical demonstration checklist

| Observation                                                                          | ✓/✗ |
|--------------------------------------------------------------------------------------|-----|
| 1. Correct procedure for cleaning an area before commencing fishing is demonstrated. |     |
| 2. Method to segregate two separate shots of prawns is demonstrated.                 |     |

## SORT, GRADE AND WASH PRAWNS IN ACCORDANCE WITH VESSEL, COMPANY AND INDUSTRY STANDARDS

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                                                            | ✓/✗ |
|----------------------------------------------------------------------------------------------------------------------|-----|
| 1. Name the different species of prawns in your fishery.                                                             |     |
| 2. Describe at least four types of defects that can occur with prawns that need to be sorted from a catch of prawns. |     |
| 3. Name the size grading ranges commonly used in a prawn fishery.                                                    |     |
| 4. What are the methods that can be used to grade prawns? Briefly describe the method used in your operation.        |     |
| 5. What are the legal allowable tolerances in grading prawns?                                                        |     |
| 6. What is the legal allowable amount of foreign matter with sorted prawns?                                          |     |
| 7. Describe a method for washing prawns including the importance of thorough washing.                                |     |

### Practical demonstration checklist

| Observation                                                                     | ✓/✗ |
|---------------------------------------------------------------------------------|-----|
| 1. Different species of prawns they will come into contact with are identified. |     |
| 2. Defective prawns are correctly sorted from quality prawns.                   |     |
| 3. Prawns are hand graded into the required size ranges.                        |     |
| 4. A grading machine is used correctly (if applicable).                         |     |
| 5. Prawns are washed correctly after sorting and grading.                       |     |

## DIP PRAWNS IN A WAY THAT FOLLOWS THE REQUIREMENTS OF THE PRODUCT USED, MEETS THE REGULATORY LEVEL FOR THE PARTICULAR MARKET AND IS IN LINE WITH VESSEL, COMPANY AND INDUSTRY STANDARDS

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                             | ✓/✗ |
|---------------------------------------------------------------------------------------|-----|
| 1. Why and when are prawns dipped in a preventative solution?                         |     |
| 2. Describe what can occur if prawns are dipped for (a) too long (b) not long enough. |     |
| 3. What is the most common chemical used and name at least one other?                 |     |
| 4. How would you store the chemical?                                                  |     |
| 5. How do you prepare a solution used in your operation?                              |     |
| 6. Describe the procedure for dipping prawns including the time dipped.               |     |
| 7. How long would you use the dip solution?                                           |     |

### Practical demonstration checklist

| Observation                                                                                 | ✓/✗ |
|---------------------------------------------------------------------------------------------|-----|
| 1. A dip solution is prepared according to manufacturer's instructions.                     |     |
| 2. Prawns are properly washed before dipping.                                               |     |
| 3. Prawns are correctly dipped ensuring adequate coverage and correct time in dip solution. |     |



## COOK PRAWNS SO THAT THEY ARE HYGIENICALLY HANDLED AND ADEQUATELY COOKED

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                           | ✓/✗ |
|-------------------------------------------------------------------------------------|-----|
| 1. Why is it important to grade prawns into comparative size ranges before cooking? |     |
| 2. Would you dip prawns before cooking and if so under what circumstances?          |     |
| 3. What are some fuels that can be used to operate a cooker?                        |     |
| 4. What is the correct prawn to water ratio for cooking?                            |     |
| 5. When would you place prawns in the cooker?                                       |     |
| 6. How do you know when prawns are cooked?                                          |     |
| 7. What would you do immediately on taking prawns from a cooker following cooking?  |     |
| 8. Would you mix cooked and raw prawns? Explain the reason for your answer.         |     |

### Practical demonstration checklist

| Observation                                                                               | ✓/✗ |
|-------------------------------------------------------------------------------------------|-----|
| 1. A cooker is prepared correctly for cooking.                                            |     |
| 2. Correct method of cooking prawns adequately and cooling after cooking is demonstrated. |     |

## HANDLE PRAWNS FOR STORAGE IN CHILLED WATER OR BRINE

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                                              | ✓/✗ |
|--------------------------------------------------------------------------------------------------------|-----|
| 1. What is the correct temperature to keep the brine water in a chilling tank?                         |     |
| 2. Why is it critical that the water be at the required temperature before placing prawns in the tank? |     |
| 3. Describe a method they are familiar with for storing prawns in a chilling tank.                     |     |
| 4. How long can prawns be kept in a chilling tank?                                                     |     |

### Practical demonstration checklist

| Observation                                                                 | ✓/✗ |
|-----------------------------------------------------------------------------|-----|
| 1. Correct method of storing prawns in a chilling tank is demonstrated.     |     |
| 2. Correct method of unloading prawns from a chilling tank is demonstrated. |     |



## PACK AND WEIGH PRAWNS IN ACCORDANCE WITH VESSEL, COMPANY AND INDUSTRY REQUIREMENTS AND STANDARDS

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                                    | ✓/✗ |
|----------------------------------------------------------------------------------------------|-----|
| 1. What is the difference between a random and fixed weight pack?                            |     |
| 2. What is the difference between net and gross weight?                                      |     |
| 3. Why is important to adequately drain prawns before packing them in a carton for freezing? |     |
| 4. Why is it common to slightly overpack by weight the quantity of prawns in a carton?       |     |
| 5. Why is it important that liners are used inside a carton when packing prawns?             |     |
| 6. List at least four marking requirements that need to be displayed on a carton of prawns.  |     |

### Practical demonstration checklist

| Observation                                                                                               | ✓/✗ |
|-----------------------------------------------------------------------------------------------------------|-----|
| 1. Correct preparation of cartons for packing is demonstrated.                                            |     |
| 2. Prawns are drained properly before being packed in cartons.                                            |     |
| 3. Prawns are packed according to a procedure the learner is familiar with.                               |     |
| 4. Cartons of prawns are weighed according to requirements and within required weight control regulation. |     |
| 5. Cartons are marked according to the process the learner is familiar with.                              |     |

## HANDLE PRAWNS FOR CORRECT AND SAFE FREEZING AND STORAGE ON BOARD A PRAWN TRAWLER

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                                                                                                                  | ✓/✗ |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. What are the three golden rules for freezing at sea?                                                                                                                    |     |
| 2. Why are prawns placed in a snap freezer first?                                                                                                                          |     |
| 3. What is the temperature set by AQIS that frozen prawns for export must never rise above once frozen?                                                                    |     |
| 4. How would you arrange cartons of prawns in the snap freezer?                                                                                                            |     |
| 5. If prawns need to be moved from the snap freezer to the holding room before they reach the ideal low temperature, how should they be first stacked in the holding room? |     |
| 6. What precautions should be taken before entering the freezer areas?                                                                                                     |     |
| 7. Describe how you would load the freezer holding room.                                                                                                                   |     |

### Practical demonstration checklist

| Observation                                                                                                                                                                     | ✓/✗ |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. The correct personal protective equipment is worn before entering a freezer area.                                                                                            |     |
| 2. Snap freezer is correctly loaded so air flow is good.                                                                                                                        |     |
| 3. Prawns are moved from the snap freezer to the holding room when the correct temperature is reached, using a method that prevents the temperature of the product from rising. |     |
| 4. Cartons that have not reached the required low temperature are initially loaded in the holding area correctly.                                                               |     |
| 5. Holding room is correctly loaded to prevent damage, cross contamination and good air flow.                                                                                   |     |

## UNLOAD PRAWNS SO THAT THE CORRECT TEMPERATURE AND QUALITY IS MAINTAINED

### Methods of assessment

Assessor to complete. Mark boxes with ✓.

|                                                       |  |                     |  |
|-------------------------------------------------------|--|---------------------|--|
| Practical demonstration                               |  | Interview           |  |
| Practical experience in workplace                     |  | Case study          |  |
| Practical demonstration in simulated work environment |  | Project             |  |
| Questioning (oral and/or written)                     |  | Documents portfolio |  |
| Discussion                                            |  | Journal             |  |
| Oral demonstration to assessor                        |  | Other               |  |

Assessor to complete. Mark boxes with ✓ (competent) or ✗ (not yet competent).

### Underpinning knowledge (oral and/or written)

| Questions                                                                                  | ✓/✗ |
|--------------------------------------------------------------------------------------------|-----|
| 1. What are the two major problems that can occur if unloading is not conducted correctly? |     |
| 2. Describe some precautions to take when unloading to maintain quality.                   |     |

### Practical demonstration checklist

| Observation                                                   | ✓/✗ |
|---------------------------------------------------------------|-----|
| 1. Demonstrate correct unloading procedures for an operation. |     |



## SAMPLE ASSESSMENT PLANS FOR THE ADVANCED LEVEL PROGRAM

The assessment plans are a guide for trainers/assessors to use to determine whether learners have met the assessment criteria, defined as ***the particular knowledge and skills that learners need to be able to demonstrate competence in for the learning outcomes.***

The method of assessment can vary and can be assessed as each learning outcome or session is completed or can be combined with a number of sessions and assessed holistically. The methods of assessment are simply suggestions and assessors may want to use another method or only use parts of the samples provided. Assessment at advanced level is most likely to consist of projects such as completing a HACCP plan on a boat learners are familiar with or providing evidence of record keeping and form completion for the operation they are involved in.

It is important to remember that the assessment plans provided are aimed at the learning outcomes or sessions within the training program for *Prawn Trawler Skippers and Crew at Advanced Level*. If the aim is to also assess units of competency from the Seafood Industry Training Package, care will need to be taken that the assessment guidelines for that unit of competency are met. Refer to *Example Session Plans Advanced Level* in this Trainer Guide for a guide to the units of competency from the Seafood Industry Training Package that should align with the learning outcomes from this program. Also refer to the Seafood Industry Training Package for further information.

## IDENTIFY THE RANGE OF POTENTIAL PROBLEMS THAT CAN OCCUR IN HANDLING PRAWNS ON BOARD A PRAWN TRAWLER

### Methods of assessment

1. Practical demonstration
2. Practical experience in the workplace
3. Practical demonstration in simulated work environment
4. Questioning (oral and/or written)
5. Discussion
6. Interview
7. Case study
8. Project
9. Documents portfolio
10. Journal/log book
11. Other

### Assessment guide

*Assessor to record the number of the method used beside each sample assessment guide (1 to 11) and mark right hand column with ✓ (competent) or ✗ (not yet competent).*

| Sample Assessment Guide                                                                                                                                                                                                                                 | Method | ✓/✗ |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----|
| 1. Describe the procedures for handling prawns on a trawler from landing the catch to product dispatch.                                                                                                                                                 |        |     |
| 2. Describe hygiene and quality problems and where they may occur in the operation.                                                                                                                                                                     |        |     |
| 3. Demonstrate understanding of how to alleviate problems identified.                                                                                                                                                                                   |        |     |
| 4. Prepare a checklist/schedule for: <ul style="list-style-type: none"> <li>■ crew responsibilities (hygiene and quality of product)</li> <li>■ cleaning</li> <li>■ dipping procedure</li> <li>■ freezer procedure</li> <li>■ crew training.</li> </ul> |        |     |

## PREPARE A FOOD SAFETY AND QUALITY PLAN FOR A PRAWN TRAWLER

### Methods of assessment

1. Practical demonstration
2. Practical experience in the workplace
3. Practical demonstration in simulated work environment
4. Questioning (oral and/or written)
5. Discussion
6. Interview
7. Case study
8. Project
9. Documents portfolio
10. Journal/log book
11. Other

### Assessment guide

*Assessor to record the number of the method used beside each sample assessment guide (1 to 11) and mark right hand column with ✓ (competent) or ✗ (not yet competent).*

| Sample Assessment Guide                                                                                                                     | Method | ✓/✗ |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------|-----|
| 1. Demonstrate knowledge of the acts and bodies (regulatory and other) that must be adhered to in relation to product handling and hygiene. |        |     |
| 2. Develop a risk analysis or HACCP plan (whichever is applicable) for a prawn trawler.                                                     |        |     |

## USE CHECK AND PROBLEM SOLVING METHODS TO ENSURE QUALITY AND REGULATORY REQUIREMENTS ARE BEING MAINTAINED

### Methods of assessment

1. Practical demonstration
2. Practical experience in the workplace
3. Practical demonstration in simulated work environment
4. Questioning (oral and/or written)
5. Discussion
6. Interview
7. Case study
8. Project
9. Documents portfolio
10. Journal/log book
11. Other

### Assessment guide

*Assessor to record the number of the method used beside each sample assessment guide (1 to 11) and mark right hand column with ✓ (competent) or ✗ (not yet competent).*

| Sample Assessment Guide                                                                                                                                                                                                 | Method | ✓/✗ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----|
| 1. Demonstrate understanding of the tolerance levels for size gradings and develop and demonstrate a method to check the accuracy of a quantity of graded prawns.                                                       |        |     |
| 2. Demonstrate understanding of the concentration levels of the preventative solution and test the concentrate levels on a quantity of prawns using an applicable test method.                                          |        |     |
| 3. Describe the handling and quality procedures to prepare for a busy fishing period where there may be difficulty in quickly processing the quantity of prawns to be caught.                                           |        |     |
| 4. Demonstrate understanding of the weight control regulations of a carton of prawns and describe and/or demonstrate a method to check the net weight of a frozen carton of prawns and the accuracy of a set of scales. |        |     |

## USE CORRECT FREEZING AND STORAGE PRINCIPLES TO MAINTAIN QUALITY

### Methods of assessment

1. Practical demonstration
2. Practical experience in the workplace
3. Practical demonstration in simulated work environment
4. Questioning (oral and/or written)
5. Discussion
6. Interview
7. Case study
8. Project
9. Documents portfolio
10. Journal/log book
11. Other

### Assessment guide

*Assessor to record the number of the method used beside each sample assessment guide (1 to 11) and mark right hand column with ✓ (competent) or ✗ (not yet competent).*

| Sample Assessment Guide                                                                                                      | Method | ✓/✗ |
|------------------------------------------------------------------------------------------------------------------------------|--------|-----|
| 1. Describe the freezing cycle and critical temperature:time ratios.                                                         |        |     |
| 2. Describe what generation of heat means and what needs to be done on a prawn trawler freezer to prevent it from happening. |        |     |
| 3. Develop and/or describe a handling process for the snap room, transfer and holding room of a vessel.                      |        |     |
| 4. Describe and/or demonstrate how to defrost a freezer unit on a prawn trawler.                                             |        |     |

## MANAGE UNLOADING AND TRANSPORT TO MAINTAIN THE QUALITY OF THE PRODUCT

### Methods of assessment

1. Practical demonstration
2. Practical experience in the workplace
3. Practical demonstration in simulated work environment
4. Questioning (oral and/or written)
5. Discussion
6. Interview
7. Case study
8. Project
9. Documents portfolio
10. Journal/log book
11. Other

### Assessment guide

*Assessor to record the number of the method used beside each sample assessment guide (1 to 11) and mark right hand column with ✓ (competent) or ✗ (not yet competent).*

| Sample Assessment Guide                                                                                                                         | Method | ✓/✗ |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----|
| 1. Describe the problems that can occur during unloading and methods to prevent these problems from occurring.                                  |        |     |
| 2. Describe the checks and instructions that need to take place in relation to the safe transportation of the prawns after they leave the boat. |        |     |

## MAINTAIN GOOD RECORD KEEPING ON BOARD AND MEET THE CORRECT RECORDING REQUIREMENTS FOR THE COMPANY, AQIS AND OTHER STAKEHOLDERS

### Methods of assessment

1. Practical demonstration
2. Practical experience in the workplace
3. Practical demonstration in simulated work environment
4. Questioning (oral and/or written)
5. Discussion
6. Interview
7. Case study
8. Project
9. Documents portfolio
10. Journal/log book
11. Other

### Assessment guide

*Assessor to record the number of the method used beside each sample assessment guide (1 to 11) and mark right hand column with ✓ (competent) or ✗ (not yet competent).*

| Sample Assessment Guide                                                                                                                                                                                     | Method | ✓/✗ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----|
| 1. Demonstrate knowledge of the handling and quality record keeping requirements that are required in an operation.                                                                                         |        |     |
| 2. Demonstrate (and develop if necessary) handling, quality record keeping and maintenance of documents for a product.                                                                                      |        |     |
| 3. Demonstrate completing handling and quality product documentation for any regulatory bodies (such as AQIS or local health departments) and documentation that relates to transportation in an operation. |        |     |