

## Model HACCP Plans (September 2016)

National Seafood HACCP Alliance (SHA) for Training and Education



Shrimp (Wild) Cooked Individual Quick Frozen  
Shrimp (Farm-raised) Cooked and Frozen  
Fish Sticks Frozen Raw Battered and Breaded  
Hot Smoked Salmon Reduced Oxygen Packed  
Shucked Oysters

Fresh Tuna Loins  
Wild Salmon Sushi Rolls  
Wholesale/Distribution/Warehouse Facilities  
Wholesale/Distribution of Histamine Fish  
Oyster Shellstock

The SHA Editorial Committee has developed a number of extra Model HACCP Plans that can be used during the basic HACCP course or the Segment Two HACCP one-day course. These models are intended to help participants understand the basic principles of HACCP by going through the process of developing their own Hazard Analysis and HACCP Plan using the FDA *Fish and Fishery Products Hazards and Controls Guidance* 4<sup>th</sup> Edition, 2011.

This “hands-on” portion of the HACCP course is critical to the overall understanding of the participants. As illustrated during Train-the-Trainer courses, instructors should use these models during workshops to help participants determine hazards and preventive controls of seafood products and processes. This will help illustrate the reasoning that will be required for HACCP-trained individuals to develop successful HACCP programs for their own products or processes.

Remember, these models are intended to be used for teaching purposes only and may not reflect the actual commercial steps used by the industry participants in your class. The SHA models are based on guidance contained in FDA’s *Fish and Fishery Products Hazards and Control Guidance* and additional information available since the 2011 edition.

While these models are an extremely useful tool for teaching development of a HACCP plan, they can also be used for teaching and illustrating other points or “teachable moments” when the students present their final hazard analysis and HACCP plan. For example, *if* the curriculum example (Fresh Mahi-mahi Fillets) in the training manual was changed to include use of barrier film and buried in ice, *then* the instructor could ask about what additional food safety hazards may be present and what measures would have to be employed to document control of food safety hazards that are reasonably likely to occur in modification of the fresh mahi-mahi model.

The models can provide opportunities to illustrate other teaching points such as 1) how changing one or more product characteristics can impact the hazard analysis or HACCP plan development or 2) how different control strategies (critical limits, corrective actions) may be selected if validated. Possible examples are:

1. Fresh Mahi-mahi Fillets – What additional corrective actions could be used in this example?
2. Cooked Shrimp – What if shrimp are cooked and distributed fresh? How would this affect your hazards analysis and HACCP plan?
3. Shucked Oysters – In this model, the CCP requires chilling of shucked product within 4 hours – CCP for time. What kind of validation should be done to remove time as a CCP?
4. Salmon Sushi Rolls – What if aquaculture salmon were fed a non-fish diet (pellets)? How would this affect the identification of potential hazards and the HACCP plan?
5. Hot Smoked Salmon – What if salmon was replaced with mackerel? How would this affect the hazard analysis and HACCP plan?
6. Warehouse Distribution Facility – How would the purchase of aquaculture product directly from the aquaculture facility or frozen shrimp treated with sulfites affect the hazard analysis and HACCP plan?

There may be other opportunities for meaningful discussion as students offer other ways to present their HACCP plans. Be flexible and use these discussions as learning and teaching opportunities in your class.