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Draft Report

*Development of Draft Competency Standards to Cover Observer
Monitoring of Unloading/Transshipment in Port and at Sea*

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Abbreviations and Acronyms

CMC	Certification Management Committee
CMM	Conservation Management Measures
DCC	Data Collection Committee
EQAP	Educational Quality Assessment Programme
FFA	Pacific Island Forum Fisheries Agency
KSA	Knowledge, Skills and Attitude
LL	Long Line fishing vessel
PS	Purse Seiner fishing vessel
NOP	National Observer Programme
MFMR	Ministry of Fisheries and Marine Resources (Solomon Islands)
PIRFO	Pacific Islands Regional Fisheries Observers
RMCSS	Regional Monitoring and Control and Surveillance Strategy
SPC	Secretariat of the Pacific Community

VMS Vessel Monitoring System

WCPFC Western and Central Pacific Fisheries Commission

Acknowledgements

The consultants would like to acknowledge all the assistance received from the officers at Pacific Islands Forum Fisheries Agency (FFA) and in particular from Allison Delvendiep (FFA Training Adviser) and Hugh Walton whose help and support during the Field Phase were invaluable. They would also like to thank the SPC officers in Noumea, in particular Tim Park and Siosifa Fukofuka who gave up their time to provide insights into the current Observer training initiatives.

Executive Summary

The role of transshipment at sea has been long recognised as a problem in enabling IUU fishing activities and in 2009 WCPFC introduced CMM2009-06 with the intention of addressing the issue. Amongst other requirements this stipulated 100% observer coverage on carrier vessels. Unfortunately, this has not resulted in effective observer reporting of transshipments.

In 2019 FFA in conjunction with SPC conceived a two-part project aimed at addressing the issue of observer effectiveness in monitoring transshipments.

The main objective of the first component was to standardise monitoring procedures for longline transshipments in the WCPFC. This was undertaken by Deidre Brogan and successfully completed with a comprehensive report presented in January 2020.

The second component commenced in February 2020 with the objectives of drafting new competency standards to cover both the monitoring of unloading and transshipments in port and at sea and developing an outline training strategy for the delivery of a capacity building programme.

The methodology employed consisted of analysis of documents related to transshipment, a brief field visit to FFA and SPC to undertake face-to-face meetings and communication with key informants by Skype and email. This was followed by a process of drafting, review and redrafting of the competency standards included in this report.

The report also details the basis for the decisions on content of the competency standards, recommendations on how they should be packaged in the PIRFO Training Framework and an outline training strategy.

A total of three new competency standards were drafted:

- Monitoring unloading and transshipment in port
- Monitoring transshipment at sea
- Working effectively as an observer on a carrier vessel

All three standards were drafted to conform and integrate easily into the PIRFO Training Framework Version3.1

Although it is recognised that there will be a need for capacity building of debriefers who are involved in programmes where there are carrier vessel placements it was felt that they already have the required skills and it was unnecessary to draft a new competency standard. Their new knowledge requirements should be addressed through guidelines and possibly some training.

Although many of the competencies required to undertake a placement on any vessel are covered in PIROB3.03C - *Work effectively and safely as an observer* it was felt that there are sufficient differences in undertaking a placement on a carrier vessel to warrant the drafting of the third

standard - *Work effectively as an observer on a carrier vessel*. Similarly although many aspects of safety whilst on board are dealt with in existing competencies it was felt that additional performance criteria and required skills and knowledge should be included in the new competency standards to accommodate the different safety context of a placement on a carrier and monitoring transshipments at sea.

The issue of whether observers carrying out placements on carriers should transfer to fishing vessels at sea has not been decided as yet, however it was felt that this is such an important area both in terms of safety and legality that it should be addressed in the new competency standard.

There was a considerable amount of discussion concerning the required 'prerequisites' for the new draft standards. It was generally agreed by key informants that in addition to already holding a Certificate 3 in Observer Operations (PIRFO) observers undertaking placements on carrier vessels should also have placement experience on longline fishing vessels. Conversely it was argued that for monitoring unloading or transhipment in port experience on purse-seine vessels was of greater importance. It was decided that rather than putting prescriptive experience criteria into the draft standards prerequisites these issues could be better dealt with through training eligibility or deployment policies.

In view of the need for observers to carry out monitoring of transhipment both in port and at sea independently and unsupervised all of the new learning units were designated as Level 3. The number of credits that should be awarded for the completion of the new units have not been finalised since it was felt that these could be more accurately assigned once the details of the required learning hours had been calculated.

It is suggested that the new competency standards should fit into the PIRFO Observer qualification pathway as micro-qualifications for which experienced observers already holding a Certificate 3 could obtain be endorsed.

As a training strategy it is recommended that a Transhipment Training Development Team is established. This team will inevitably include officers from SPC and FFA currently involved in the PIRFO Training programme but may also include additional members such as Senior PIRFO programme managers, co-ordinators, trainers from accredited training institutions and external consultants depending on factors such as time constraints and budget availability. This team will need to undertake a series of steps to develop the required training.

A detailed Training Needs Analysis (TNA) should be undertaken that will take into account the existing levels of relevant knowledge and skills that qualified observers already have and will further develop the possible agenda for training provided in the report from the other component (*Standardised Monitoring Procedures for Longline Transshipments in the WCPFC*). It should also take into account any further capacity related issues that are revealed during a trial of the proposed monitoring procedures. There is considerable overlap of required KSA for monitoring unloading and transhipment in port but any additional should be identified.

During this training needs analysis the possible training needs of debriefers should be identified and the training delivery capacity of different member countries taken into account. Given the current uncertainty around future travel within the region there might be an even greater need to look at the possibilities for delivering elements of the training through distance learning.

The team should also liaise with key stakeholders such as SPC and WCPFC. To ensure that any new or potential changes in working tools (e.g. hook scales), policies or data requirements are built into the training design.

On the basis of the TNA a comprehensive set of Training Objectives should be drawn up that will address all of the requirements listed in the new competency standards and will be the basis for whatever training initiatives subsequently developed.

Given the diverse needs and resources of the different member countries there will not be a 'one size fits all' solution and it should be expected that different training approaches will need to be designed. For example in situations where the demand is largely for port monitoring then it might be more appropriate to develop modules dealing solely with this aspect.

At this stage it is not possible to be prescriptive about exactly what learning aids and assessment tools will be required however it is already clear that the opportunities for on-the-job practice or assessment of monitoring transshipment and carrying out species identification of processed and frozen fish will be totally absent or extremely limited. The need to develop effective visual aids - video and still photographs - to support learning and assessment is going to be very important. A considerable amount of basic material (e.g. video material recorded by Deidre Brogan; support materials used by the other observer programmes etc) is already available but it will need to be developed and modified to make it suitable for training purposes, particularly if distance learning or stand alone support materials are to be developed.

The different training initiatives will need to be trialled, evaluated and modified before being more widely implemented. Once the demand for transshipment training is clarified then decisions can be made regarding the number of courses to be run and the implementation of training of trainers initiatives for PIRFO accredited training institutions.

1. Introduction

Background

The significance of transshipment of catch from fishing vessels at sea in enabling illegal, unreported and unregulated (IUU) fishing particularly in the Western and Central Pacific Ocean has been increasingly highlighted and commented on in recent years. In an attempt to reduce the opportunities afforded by transshipment to cover up IUU fishing activities in 2009 the Western and Central Pacific Fishing Commission (WCPFC) introduced CMM 2009-06, a conservation and management measure intended to regulate transshipment. This measure prohibits transshipments at sea from purse-seine vessels and was intended to markedly reduce transshipments at sea by longline and other non-purse seine vessels by restricting it to those vessels for which transshipment in port is 'impracticable'. CMM 2009-06 also required 100% observer coverage on carrier vessels. However, despite its introduction reported high seas transshipments have continued to rise significantly and as stated in the paper submitted in 2019 to the WCPFC Technical and Compliance Committee on *Observer Reporting of Transshipments in the WCPFC (WCPFC-TCC15-2019-OP06)* 'the Secretariat has reported receipt of just one observer transshipment report in 2016-2017 despite more than 2000 reported high seas transshipments during the same period'.

Whilst there are various options that WCPFC might introduce to address the issues related to transshipment one strategy that can be adopted relatively promptly under the existing requirements is to improve the effectiveness and accuracy of observer monitoring and reporting of transshipments both at sea and in port by improving their knowledge and skills. In recognition of this in April 2019 the Pacific Islands Forum Fisheries Agency (FFA) and the Secretariat of the Pacific Community (SPC) conceived a project consisting of two components. The objective of the first component was to help standardise the monitoring procedures for longline and other non-purse seine vessel transshipments at sea and the second was to develop a set of draft competency standards to make up an additional module in the current Pacific Island Regional Fisheries Observer (PIRFO) programme training framework to cover observer monitoring of purse-seine transshipment in port and long-line and other non-purse seine vessel transshipment at sea.

The tender for the first of these components was awarded in May 2019 to Deidre Brogan and very successfully concluded in January 2020 with the submission of a very comprehensive report - *Standardised Monitoring Procedures for Longline Transshipments in the WCPFC*. The original intention was for the second component of the project to run concurrently and the tender was initially issued in May 2019 however due the withdrawal of the original consultant it was reissued and awarded to a consultancy team comprising Francisco Blaha and Kim Whitaker in January 2020.

Objectives

As indicated above the main objective of this component was to build on the work already carried out in the other component of the project (the development of specific data fields, related to both scientific studies and compliance issues) by preparing draft competency standards associated with the monitoring of transshipment, both in port and at sea. The intention is for these standards to underpin a capacity building programme that will enable PIRFO Observers to carry out the monitoring of transshipments both in port and at sea, in a safe and effective manner. These draft standard are presented in accordance with the existing PIRFO Training Framework format and provide all of the following elements:

- Unit Title
- Functional area
- List of prerequisites
- Summary descriptor
- Elements and performance criteria
- Evidence guide
- Required knowledge
- Required skills (including specific Literacy, Numeracy and Technical skills)
- Critical aspects of competence
- Methods of assessment
- Resources required for assessment

A further objective of the work is to make recommendations related to a strategy for the delivery of a capacity building programme to incorporate these competency standards into the existing PIRFO training framework and thus build a pool of Observers capable of carrying out effective monitoring of transshipments in port and when undertaking placements on carrier vessels. Such a strategy will also encompass the need for some capacity building for others involved in supporting the Observers, including Debriefers and staff of training institutions in FFA member countries involved in PIRFO training activities. The Terms of Reference are attached in Annex 4.

2. Methodology

The consultancy was divided into 4 phases

- **Phase 1:** Inception and preparatory phase
- **Phase 2:** Data collection/Field work phase
- **Phase 3:** Preparation of the Draft competency standards
- **Phase 4:** Report preparation phase

The main activities undertaken during the Phase 1 were:

- A review of relevant documents
- Organising the Field Mission to Honiara and Noumea

A number of documents were reviewed during the inception period and throughout the consultancy the principal ones being the *PIRFO Training Framework (Version 3.1)* and *Standardised Monitoring Procedures for Longline Transhipments in the WCPFC*. Further materials were reviewed to provide the consultants with an understanding of the issues surrounding the monitoring of transhipment, the practices being followed in other ROPs and the processes involved in the accreditation of training relevant to the PIRFO programme. A full list of the documents consulted are included in Annex 2.

The Field Work consisted of a brief visit to FFA in Honiara and to SPC in Noumea to hold face-to-face meetings with key informants. The data collection phase also involved Skype conversations with some key informants who were unavailable during the Field Mission, the principal one being Deidre Brogan the consultant responsible for undertaking the consultancy to develop the standardised monitoring procedures for transhipments at sea.

Following these meetings and follow-up communications by Skype and email with key informants the set of Draft Competency Standards were developed and this summary report prepared.

3. Work Plan

There were some minor changes to the work plan and personnel schedule provided in the original proposal. The Inception/Preparatory phase (3 days) was conducted during the January and early February and all undertaken by the consultants from their home base in NZ.

The Data Collection phase consists of two parts: Field Work and Data Collection. Following discussions with FFA and SPC it was decided that the Field Work element should be confined to visits to Honiara (FFA) and Noumea (SPC). Due to consultant availability the Field Work element was all carried out by one consultant (Kim Whitaker) in a seven day period from Tuesday 3rd March until Wednesday 11th March. During the Field Work meetings and discussions were held with most of the key informants available in Honiara and Noumea. To support these face-to-face meetings a number of follow-up communications were conducted by Skype and email. During the planning of the Field Work itinerary very generous assistance was received from a number of individuals at both FFA and SPC which made its organisation much simpler and problem-free for which the consultant would like to express his gratitude. The details of the Field Work Itinerary and meetings held are included in Annex 1.

Phase 3 the Preparation of the Draft Competency Standards was undertaken over a lengthy period of time following the consultant's Field Visit and involved a process of drafting, review and redrafting based on comments from the other member of the consultancy team and other key informants in particular Allison Delvendiep who as always provided prompt and useful inputs.

In Phase 4 this brief summary report was prepared to provide :

- an overview the work carried out during the consultancy to develop the draft competencies;
- the proposed draft competency standards
- a brief commentary on the rationale for their content
- possible approaches to incorporating the Draft Competency Standards into the existing PIRFO Training Framework
- other recommendations related to the capacity building programme that will be required to support the roll-out of the standards to help build a pool of Observers capable of undertaking monitoring of transshipments both in port and at sea.

4. Draft Competency Standards

Introduction

During the development of these standards a number of issues and guiding principles were taken into account. Over the last year a considerable amount of work and effort has gone into a major revision of the PIRFO Training Framework resulting in the release in January 2020 of Version 3.1 - a much reduced and more accessible document. The intention has therefore been to try ensure that these new competency standards will sit comfortably within this current version of the PIRFO Training Framework. In this respect the following points were considered:

- use of the same components and format for the units
- use of the same language and terminology where possible
- a balance between making the units specific and having the flexibility for them to be durable in what may be a changing operational and regulatory context
- recognition of overlap with existing units whilst addressing the need for new (or modification of existing) skills and knowledge in the transshipment/carrier vessel context
- the PIRFO Qualification Packaging Rules

It was recognised that the introduction of increased Observer monitoring of transshipment and landing would also have implications for others linked with the PIRFO programme, for example Debriefers and staff of institutes delivering PIRFO training.

In the case of Debriefers it was felt that the content and wording of the current Debriefer Standards (PIRDEB4.01C; PIRDEB4.02C, PIRDEB4.03C) adequately covered the general competencies required and the changes to specific knowledge areas linked to debriefing Observers who had undertaken placements on carrier vessels could be addressed through training means. Further comments on the details for this are included in the section below on Training Strategy.

Based on the discussions held with key informants and a review of various documents it was decided to prepare three new draft competency standards to cover the range of new or modified

skills and knowledge that an Observer would need to effectively carry out transshipment monitoring either in port or at sea.

1. Monitor unloading operations in port
2. Monitor transshipment at sea
3. Work effectively as an observer on a carrier vessel

Comments on Drafting of Competency Standards

It was recognised that the core competencies related to safety when undertaking a placement on a carrier vessel at sea are already covered in the two existing Safety Units of the PIRFO Observer Standards:

- PIRBOS3.01C Take emergency action on board a vessel
- PIRBOS3.02C Administer First Aid

A number of relevant competencies are also covered in the Group B Units (PIRBOS3.03C; PIRBOS3.04C; PIRBOS3.05C) however it was felt that the particular issues related to a placement on a carrier vessel necessitated the development of the third of the new draft standards - *Work effectively as an observer on a carrier vessel*. In addition, there are particular issues related to safety that might be encountered when monitoring transshipment operations which differ from those normally encountered during placements on fishing vessels. This thinking was based largely on the practical experiences of Deidre Brogan (and her Observer colleague) when carrying out the other component of this project. In the draft competency standard on monitoring transshipment at sea additional performance criteria and required knowledge and skills have been included to reflect these safety issues.

In the development of the new draft standards every effort was made to try to word them in a way that clearly specified the required competencies but at the same time did not produce potential longevity issues and result in unnecessary redrafting of the competency standards. In this regard there were a number of areas which posed particular problems.

The issue of whether Observers should or should not be required to transfer from the carrier vessels to the donor fishing vessels at sea is one that is currently unclear. In view of the potentially serious safety and legal implications related to this issue it was felt that that specific reference to it should be included in the unit on monitoring transshipment at sea. It is recognised that this content may prove to be redundant depending on the decisions made in the future.

Another area that was flagged in the report on the other component of the project was the length of time that transshipments can take and the consequent implications for the observers. The possibility of operating carrier placements with two observers was raised in the report as was the possibility of an observer being on board a vessel with an observer from another RFMO. It was felt that this did not require any specific competencies however it has been acknowledged in the

wording of performance criteria 4.1 in the competency unit on working effectively as an observer on a carrier vessel.

The issue of the potential introduction of crane scales was identified both in the report on the other component of this project and in another recent consultancy looking at this specific subject (*Blaha, Francisco (November 2019) An investigation of options for the use of Hook type crane scales for the standardisation of transshipment monitoring in WCPO Purse Seine fisheries*). Once again their use is currently not a requirement and although the use and maintenance of this equipment would require specific skills and knowledge areas it was felt that the inclusion of more general performance criteria related to equipment was sufficient and the only specific mention is in the Resources Required for Assessment. As with many of these issues the detailed skills and knowledge requirements can be addressed in the training curricula and modified regularly according to changing needs.

Prerequisites

During the preparation of the draft standards there was a considerable amount of discussion related to necessary 'prerequisites' related to these competency standard units. It was unanimously agreed that a Certificate 3 in Observer Operations was an essential prerequisite and in addition any observer wishing to acquire these units should have a substantial placement record.

It was also generally agreed that to undertake monitoring of transshipments at sea there was a need for specific longline fishing vessel placement experience but that in the case of monitoring unloading and transshipment in port this was not the case and that purse seine placement experience would suffice or even be a necessity. There are a range of factors involved in deciding the exact wording that should appear in each of the prerequisite sections of each of the transshipment units. The following are three possible options:

- Option 1. Include the same practical experience prerequisite requirements in all 3 of the competency standards units related to monitoring unloading and transshipment
- Option 2. Include different practical experience prerequisite requirements in the competency standards unit related to monitoring unloading in port than for the other two units
- Option 3. Have no practical experience prerequisite requirements in any of the competency standards units related to monitoring unloading and transshipment in port or at sea

The choice of options is influenced by a number of factors including the decision on how the units are packaged within the PIRFO Training Framework which will in turn influence how training may be delivered. If all three units are covered in a single training programme and are considered as a single micro-qualification then clearly one would need to either go with Option 1 or Option 3. Under the scenario of having two separate micro qualifications, one to certify an Observer for monitoring unloading and transshipment in port and a second to certify them for monitoring

transhipments at sea, then Option 2 might be preferable. Going for this option means that observers with good PS experience but little or no LL experience would not be excluded from obtaining an endorsement to carry out monitoring in port.

Given the permutations and unknowns outlined above it was decided that at this stage it is preferable to go with Option 3 and have no experience prerequisites written into the draft transhipment competency standards. This does not indicate that it is not felt that it is important for individuals to have had appropriate sea placement experience before undertaking either monitoring of transhipment at sea or unloading or transhipment in port but that this issue can be more effectively dealt with either by the training enrolment criteria set by the training deliverers or through deployment requirements set by the individual observer programmes.

Level and Credits

All three draft competency standards have been placed as Level 3 learning units. In the current PIRFO Training Framework only one standard - *PIROB2.01E - Perform port sampling* - is set at below level 3. The new draft competency standard on monitoring unloading and transhipment has many similarities to the port sampling unit however given the individual responsibility and lack of supervision in carrying out the tasks required it is felt that this learning unit should be set at level 3.

At this stage the specific number of credits associated with these draft units have not been specified and will need to be calculated once the details of the required training have been completed (See section on Training Strategy).

Relationship with PIRFO Training Framework

In terms of packaging the new draft Competency Standards related to monitoring transhipment and unloading are clearly part of the Certificate 3 in Observer Operations (PIRFO) map and fit neatly as progression in the pathway that someone holding the Certificate 3 qualification might follow.

Currently in the PIRFO Training Framework there are a number of micro-qualifications which as it states are “*completed in addition to the core or mandatory units of competency of a full qualification and provide an endorsement of an existing qualification that demonstrate the holder is trained to undertake those extra duties*” The characteristics of the newly drafted competency standards meet the criteria for being considered as a micro-qualification and in due course should be submitted as a learning unit for accreditation on the Pacific Register for Qualifications and Standards (PRQS) under Educational Quality and Assessment Programme (EQAP).

A case has been made for dividing the competency standards into two micro-qualifications, one related to monitoring in port and one for monitoring at sea. The arguments in favour of this approach include:

- the greatest demand is for Observers capable of effective monitoring of unloading and transshipment in port
- if monitoring of unloading and transshipment in port is a stand alone micro-qualification there would be more demand from Observers to obtain this endorsement
- training required to obtain an endorsement just for monitoring unloading and transshipment in port could be shorter, less costly and attract more participants
- the issues related to prior placement experience (discussed above) would be simplified

The decision on whether these new learning units are packaged as a single micro-qualification or as two does not seem to be critical and the key criteria should be to follow a path that facilitates the maximum opportunities for improvement in skills and knowledge of individuals to carry out effective monitoring of transshipments or unloading in port or at sea.

Draft Competency Standards

PIROBS3.11E - Monitor unloading and transshipment operations in port

Functional area

Observer operations

Prerequisites

Certificate 3 in Observer Operations (PIRFO)

Level and Credits

Level 3, Credits ?

Descriptor

This unit covers the performance, outcomes, skills knowledge and attitudes required for a person to independently and safely undertake the collection, recording and communication of catch data required by national and regional fisheries agencies that is gathered during the monitoring of unloading from fishing vessels in port, at anchor or during fish transfer operations

Elements

Performance criteria

1. Apply safe work practices during monitoring of unloading in port

- 1.1 Identify hazards and potential emergency situations that may occur while monitoring unloading operations in port.
- 1.2 Work safely, taking into account identified hazards, when monitoring unloading operations onto wharves from berthed or moored vessels or transshipment between vessels in port.
- 1.3 Employ appropriate safety measures when transferring to or working on the decks of vessels moored in harbour when monitoring unloading
- 1.4 Wear appropriate safety equipment and clothing while monitoring unloading operations in port
- 1.5 Follow accepted emergency response actions in the event of an emergency situation while monitoring unloading operations in port

2. Monitor unloading operations using established protocols and procedures

- 2.1 Interpret and apply the protocols of regional and national monitoring programmes and employ correct data recording methodologies appropriate for its intended analysis

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| | 2.2 | Identify species, take appropriate volumetric measurements and gather relevant catch information, landing and transshipment data following the correct protocols and appropriate use of tools when monitoring unloading operations in port |
| | 2.3 | Collate and file the completed data forms correctly and ensure the forms are appropriate for the intended data entry systems |
| 3. Collect data from a fishing vessel using the correct techniques | 3.1 | Select and apply suitable methodologies to gather data from vessel log sheets and from vessel officers |
| | 3.2 | Obtain agreement from vessel officers, unloading crew and winch master on practical requirements for implementing the selected strategy |
| | 3.3 | Gather and collate all the supporting data required when monitoring port unloading operations |
| 4. Use and maintain equipment and recording tools used during the monitoring of transshipment operations | 4.1 | Calibrate where necessary equipment used to gather transshipment related data |
| | 4.2 | Negotiate with appropriate officers and crew for the correct installation of equipment to ensure effective operation |
| | 4.3 | Conduct regular assessments of the accuracy of equipment using visual and other methods |
| | 4.4 | Conduct regular maintenance of equipment to ensure effective operation |
| | 4.5 | Remove and store equipment safely and securely |
| 5. Record and submit data collected during unloading operations | 5.1 | Enter data gathered into the relevant port unloading templates as prescribed by the responsible agency and submit in a timely and appropriate manner |

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria. Its purpose is to guide the assessment of the unit in the workplace and or training programme. The following components provide information to assist this purpose.

Required knowledge

The essential knowledge and understanding a person needs to perform the work to the required standard include:

- Risks, hazards and correct safe work practices associated with transferring to vessels moored in harbours or onto the decks of berthed fishing vessels
- Risks, hazards and correct safe work practices associated with monitoring port unloading

- operations on wharves, from berthed vessels or from vessels moored in harbours
- Basic emergency procedures employed during emergency situations on wharves and vessels moored in the harbour
- Correct safety equipment and clothing to be worn during monitoring of unloading in port
- Protocols and procedures relevant to different regional and national unloading monitoring programmes
- Species and catch, landing and transshipment data that is gathered during the monitoring of a port unloading operation
- Standard acronyms and nomenclature associated with recording data related to species and processing procedures applied to different fish
- Distinguishing features associated with identifying species in a processed state
- Normal unloading procedures both on the wharf and for vessels moored in harbour and the potential impact of carrying out monitoring sampling during unloading operations
- Chain of custody and traceability systems used in the region
- Layout and entry requirements for all forms relevant to monitoring of unloading in port and correct procedures for their submission to relevant responsible agents

Required skills

The essential skills a person needs to perform work to the required standard include:

- Identifying, assessing and mitigating risks and hazards associated with transferring to vessels moored in harbours and onto the deck of a vessel alongside
- Identifying, assessing and mitigating risks and hazards associated with monitoring unloading in port by applying safe work practices
- Following basic emergency procedures during an emergency situation
- Determining the species make-up of the units (nets and/or strings) being unloaded when in an unprocessed or processed state
- Applying a range of techniques and knowledge to gather data accurately and quickly
- Entering data into designated templates efficiently and effectively
- Applying appropriate calculations to estimate total catch unloaded or transferred
- Communicating effectively with vessels officers and crew and other individuals involved in the unloading operation to both obtain data and ensure safe and effective working conditions for gathering data during the unloading operation

Literacy skills used for :

- Reading and interpreting documentation relevant to monitoring unloading operations
- Completing accurately and legibly data templates

Numeracy skills used for:

- Enumerating and recording data required in port unloading operations
- Performing calculations related to estimating averages and totals

Technology skills used for:

- Electronic collection recording and reporting of data

Critical aspects of competence

Assessment must confirm the ability to:

- Perform safe work practices in a port environment
- Perform a range of established protocols and procedures applicable to monitoring the unloading of vessels or transshipment in port

- Identify species in a processed or unprocessed state and collect, record and collate the relevant data accurately and efficiently
- Apply different techniques to gather relevant data
- Ability to carry out necessary mathematical calculations

Assessment must confirm knowledge of:

- Safe work practices and emergency procedures
- Various port unloading and transshipment protocols and procedures
- Range of species for which data should be collected, recorded and collated when sampling during the monitoring of port unloading operations
- Range of recording sheets and templates used when carrying out monitoring of port unloading operations

Context of Assessment

Ideally the assessment should be carried out on a wharf or an appropriate vessel however it is likely to be undertaken in a simulated environment. Every effort should be made to ensure the simulated assessment is as realistic as possible and other measures are taken to ensure that the critical aspects competence are fully tested.

Method of assessment

The following assessment methods are suggested and their selection will be dependent on the context of the assessment:

- Observation of the candidate preparing to work in a port unloading environment
- Observation of the candidate gathering and recording required data
- Written or oral short answer questions to assess underpinning knowledge
- Simple calculation problems
- Use of visual aids to assess ability to identify species in a processed form
- Practical exercises involving the observation of the candidate monitoring simulated port unloading operations
- Third party reports, including reports from observer programme coordinators and observer programme trainers

Interdependent assessment of units

This unit can be assessed in conjunction with other units related to monitoring of unloading operations

Resources required for assessment

Resources may include:

- Port unloading protocols and procedure documents
- Port unloading data forms and templates
- Completed examples of port unloading information and data forms
- OHS risk management forms
- Emergency safety equipment
- Real samples of processed and unprocessed fish
- Photographs and/or videos of processed fish

PIROBS3.12E - Monitor transshipment operations at sea

Functional area

Observer operations

Pre-requisites

Certificate 3 in Observer Operations (PIRFO)

Level and Credits

Level 3, Credits ?

Descriptor

This unit covers the performance, outcomes, skills, knowledge and attitudes required for a person to independently and safely undertake the collection, recording and communication of the data required by national and regional fisheries agencies during transshipment operations from fishing vessels to a carrier vessel at sea

Elements

Performance criteria

1. Apply safe work practices during monitoring of transshipment at sea

- 1.1 Identify hazards and potential emergency situations that may occur while monitoring transshipment operations at sea.
- 1.2 Work safely, taking into account identified hazards, when monitoring transshipment operations at sea
- 1.3 Wear appropriate safety equipment and clothing while monitoring transshipment operations at sea
- 1.4 Follow accepted emergency response actions in the event of an emergency situation whilst monitoring transshipment operations at sea
- 1.5 Identify and assess hazards involved in transferring to a fishing vessel from a carrier vessel.
- 1.6 Communicate clearly and concisely at all times and acknowledge instructions in a timely manner over issues related to safety

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| 2. Apply knowledge of fisheries management as related to monitoring transshipment within the Western & Central Pacific Ocean | 2.1 Identify to a level expected of an observer the main regional conventions and agreements relevant to transshipments carried out at sea in the Western & Central Pacific Ocean |
| | 2.2 Identify and apply knowledge of the role of an observer in fisheries management when monitoring transshipments at sea |
| 3. Use and maintain equipment and recording tools used during the monitoring of transshipment operations | 3.1 Calibrate where necessary equipment used to gather transshipment related data |
| | 3.2 Negotiate with appropriate officers and crew for the correct installation of equipment to ensure effective operation |
| | 3.3 Conduct regular assessments of the accuracy of equipment using visual and other methods |
| | 3.4 Conduct regular maintenance of equipment to ensure effective operation |
| | 3.5 Remove and store equipment safely and securely |
| 4. Observe, monitor and document transshipment activities | 4.1 Observe and document all interactions between the carrier vessel and fishing vessels |
| | 4.2 Identify fish species being transhipped from the fishing vessels to the carrier vessel when in a fresh, processed and frozen state |
| | 4.3 Identify other marine species using established species identification processes based on anatomical feature |
| | 4.4 Verify and record transshipments by species composition, volumetrics and other measurements in accordance with agreed protocols |
| | 4.5 Record as fully as possible details of all fishing vessels encountered including vessel markings, fishing gear, seabird bycatch reduction measures, and other data pertaining to compliance with fishing regulations |
| | 4.6 Sample transhipped fish in accordance with pre-determined biological sampling protocols |
| | 4.7 Record and report relevant details of any tagged species contained in the transhipped fish |
| | 4.8 Observe and document pollution and environmental issues related to both the carrier vessel and donor fishing vessels |
| 5. Record and report observations collected during transshipment operations | 5.1 Keep a daily record of relevant activities and information in an observer trip journal |
| | 5.2 Complete an Observer Trip Report |
| | 5.3 Complete a Vessel Trip Monitoring Summary of |

- incidents and report critical incidents to relevant officers following recognised protocols for the monitoring of transhipments
- 5.4 Participate in official debriefing and reporting of completed trips on carrier vessels

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria. Its purpose is to guide the assessment of the unit in the workplace and or training programme. The following components provide information to assist this purpose.

Required knowledge

The essential knowledge and understanding a person needs to perform the work to the required standard include:

- Risks, hazards and correct safe work practices associated with transferring to carrier vessels when not alongside in port
- Risks (physical and legal), hazards and correct safe work practices associated with transferring from carrier vessels to fishing vessels whilst at sea
- Risks, hazards and correct safe work practices associated with monitoring transhipment operations at sea
- Basic emergency procedures employed during emergency situations on a carrier or other vessels boarded during placement
- Correct safety equipment and clothing to be worn during monitoring of transhipment at sea
- Knowledge of regional fisheries conventions and agreements in the Western and Central Pacific related to transhipment at sea
- WCPFC Conservation and Management Measures (CMM) relevant to monitoring of transhipments
- Catch documentation and traceability systems used in the region
- Equipment used for monitoring transhipment operations
- Physical layout of carrier vessels and practices and procedures followed before and during transhipment operations at sea
- Implications for the operations involved in transhipment of carrying out monitoring sampling
- Fish species and distinguishing features when in a processed and or frozen state
- Standard acronyms and nomenclature associated with processed fish
- Regulations and CMMs applicable to fishing vessels
- Appearance of a range of types of equipment commonly used on fishing vessels e.g. VMS models, seabird bycatch reduction equipment (tori lines and poles)

Required skills

The essential skills a person needs to perform work to the required standard include:

- Identifying, assessing and mitigating risks and hazards associated with transferring to carrier vessels at sea
- Identifying, assessing and mitigating risks and hazards associated with transferring to a fishing vessel alongside at sea
- Identifying, assessing and mitigating risks and hazards associated with monitoring

transshipment at sea

- Following basic emergency procedures during an emergency situation at sea
- Communicating effectively with carrier and fishing vessels officers and crew involved in the unloading operation to both obtain data and ensure safe and effective working conditions for gathering data during the unloading operation
- Using and maintaining equipment used in monitoring transshipment operations
- Assessing accuracy of equipment
- Identifying fish common to the West and Central Pacific Ocean in a processed and or frozen state
- Estimating accurately the weight and species make-up of the units (nets and or strings) being unloaded when in an unprocessed or processed state
- Applying appropriate methodologies and calculations to estimate total catch transhipped (including when total operation can not be observed)
- Analysing and interpreting transshipment documentation in variety of languages using phrase books
- Identifying and assessing fishing vessels physical attributes relevant to compliance with fishing regulations
- Analysing data from fishing vessels logbooks
- Assessing pollution and environmental issues
- Recovering recording and storing tags
- Documenting accurately all data related to both the transshipment operations and the compliance of fishing vessels encountered
- Maintaining a daily journal of activities, completing a vessel trip report and observer trip report relevant to carrying out a transshipment monitoring placement

Literacy skills used for:

- Interpreting species identification tools and manuals and regulations relevant to transshipment
- Reading and interpreting documentation relevant to monitoring transshipment operations)
- Documenting transshipment operations and completing trip reports
- Comprehending information contained in fishing vessels logbooks

Numeracy skills used for:

- Enumerating and recording data required for monitoring transshipment operations
- Performing calculations related to estimating averages and totals

Technology skills used for:

- Electronic collection recording and reporting of data

Critical aspects of competence

Assessment must confirm the ability to:

- Identify hazards associated with monitoring of transshipment at sea
- Perform safe work practices when carrying out monitoring of transshipment at sea
- Use and maintain equipment used for monitoring transshipment operations
- Perform a range of established monitoring protocols and procedures applicable to monitoring transshipment at sea
- Accurately identify species in a processed and/or frozen state

- Collect, record, collate and report the relevant transshipment data accurately and efficiently

Assessment must confirm knowledge of:

- Safe work practices and emergency procedures at sea
- Transshipment regulations and CMMs relevant to longline vessels in the Western and Central Pacific Ocean
- Equipment and tools used in monitoring transshipments
- Observation, monitoring, documenting and reporting procedures required for monitoring transshipment operations

Context of Assessment

While the assessment would ideally be conducted on a carrier vessel during a transshipment operation it is likely to be undertaken in a simulated workplace environment. Every effort should be made to ensure the simulated assessment is as realistic as possible.

Method of assessment

The following assessment methods are suggested and their selection will be dependent on the context of the assessment:

- Observation of the candidate gathering and recording required data
- Written or oral short answer questions to assess underpinning knowledge
- Simple calculation problems
- Use of visual aids to assess ability to identify species in a processed form
- Third party reports, including reports from observer programme coordinators and observer programme trainers

Interdependent assessment of units

This unit can be assessed in conjunction with other units related to monitoring of unloading operations

Resources required for assessment

Resources may include:

- Unloading/transshipment protocols and procedure documents
- Completed or partially completed examples unloading/transshipment data forms
- OHS risk management forms
- Emergency safety equipment
- Photographs and/or videos of unloading processed fish
- Visual examples of different VMS models , tori poles etc.
- Measuring equipment e.g. crane scale
- Electronic reporting tools and devices

PIROBS3.13E - Work effectively as an Observer on a Carrier Vessel

Functional area

Observer operations

Pre-requisites

Certificate 3 in Observer Operations (PIRFO)

Level and Credits

Level 3, Credits ?

Descriptor

This unit covers the performance, outcomes, skills, knowledge and attitudes required for a person to prepare for a trip as an observer on board a carrier vessel; maintain professional standards while undertaking duties on a carrier vessel; work effectively, harmoniously and safely both personally and with others both on the carrier and encountered fishing vessels

Elements

Performance criteria

1. Prepare for an extended trip to sea on carrier vessel which will potentially include long periods of low observer workload

- 1.1 Make arrangements to ensure personal relationships, financial commitments and the security of personal property are maintained while undertaking an extended placement on a carrier vessel
- 1.2 Organise personal health, recreation and comfort necessities appropriate to the particular conditions on a carrier vessel
- 1.3 Organise materials, tools and equipment necessary for monitoring transshipment operations at sea
- 1.4 Follow the correct placement procedures for undertaking observer duties on a carrier vessel

2. Maintain professional and ethical standards

- 2.1 Follow the regional rights, roles and responsibilities of observers and applicable codes of conduct with particular reference to transshipment operations
- 2.2 Comply strictly to the drugs and alcohol policies of observer codes of conduct recognising the increased availability of alcohol on some carrier vessels
- 2.3 Manage any situation that conflicts with a fisheries observer's professional and ethical responsibilities given the possibility of increased

		exposure to evidence of IUU activities
3. Maintain personal well being	3.1	Manage the effects of tiredness that may occur on a carrier vessel during periods of intense transshipment activity
	3.2	Manage the effects of boredom, loneliness and homesickness that may particularly occur on a carrier vessel during extended passages to and from transshipment locations
4. Maintain effective human relationships	4.1	Develop and implement an effective working relationship with vessels' crew and other observers
	4.2	Demonstrate acceptance of and tolerance for different personalities and cultures that might exist on the carrier vessel and encountered transshipping vessels
5. Participate in life aboard a carrier vessel	5.1	Acknowledge and conform with the norms, hierarchy and chain of command that might exist on a carrier vessel
	5.2	Develop an active routine during extended periods of passage to and from transshipment locations

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria. Its purpose is to guide the assessment of the unit in the workplace and or training programme. The following components provide information to assist this purpose.

Required knowledge

The essential knowledge and understanding a person needs to perform the work to the required standard include:

- Materials, tools and equipment necessary for an observer placement on a carrier vessel
- Regional and national codes of conduct relevant to monitoring transshipment operations
- Drugs and alcohol policies from relevant observer codes of conduct and carrier vessels' policies and practices
- Professional and ethical standards expected of an observer
- Types of evidence of IUU activities that might be observed during monitoring of transshipment operations
- Practices that might be employed to mitigate against the adverse physical and psychological effects of working in the environment encountered on carrier vessels

Required skills

The essential skills a person needs to perform work to the required standard include:

- Preparing personally and professionally for an extended period at sea on a carrier vessel

- Maintaining professional and ethical standards and observing drugs and alcohol policies
- Maintaining professional integrity, impartiality and confidentiality when carrying out monitoring duties on a carrier vessel
- Managing conflicts of interest between expected standards and commercial sensitivity
- Maintaining good working relationships with colleagues and all others on board the carrier and transshipping vessels, respecting differing personalities and cultures
- Engaging effectively with the work environment and hierarchy of the carrier vessel

Literacy skills used for:

- Reading observer codes of conduct and related policies and procedure

Critical aspects of competence

Assessment must confirm the ability to:

- Prepare for an extended trip to sea on a carrier vessel
- Act professionally and ethically as an observer when working on a carrier vessel
- Maintain harmonious working relationships with diverse range of people

Assessment must confirm knowledge of:

- Procedures related to Observer placement on a carrier vessel
- Professional and ethical standards expected of an observer
- Particular issues related to IUU and other illegal activities that might be encountered on a carrier vessel or during monitoring of transshipment
- Day to day life aboard a carrier vessel

Context of Assessment

While the assessment is likely to be undertaken in a simulated workplace environment and every effort should be made to ensure the simulated assessment is as realistic as possible.

Method of assessment

The following assessment methods are suggested and their selection will be dependent on the context of the assessment:

- Discussion with the candidate to ascertain level of understanding
- Written or oral short answer questions to assess underpinning knowledge
- Observations of the candidate in a simulated environment
- Report or letter from relevant National Observer Programme Coordinator

Interdependent assessment of units

This unit can be assessed in conjunction with other units related to monitoring of unloading operations

Resources required for assessment

Resources may include:

- Observer carrier trip work plan examples
- Regional and national codes of conduct relevant to observer operations
- Observation checklist

- Question list with model answers
- Role play scenario
- Audio or visual aids

5. Training Strategy

Introduction

The work on the standardisation of monitoring procedures for transshipments at sea and the development of the draft competency standards are just the first steps in the process of improving monitoring of landing and transshipment operations in port and at sea. The next key step will be the development and delivery of training initiatives to upskill observers, debriefers and training personnel. There is already a well established training structure associated with the PIRFO programme which will help to make this process easier. Although training capacity varies across the region there are established training institutions in the WCPO who with the support of SPC and FFA will be able provide the necessary training. However in order to ensure that this is done in an effective way there will need to be a number of actions taken.

Formation of Transshipment Training Development Team

There are already a great deal of resources and knowledge that will be valuable in developing the transshipment monitoring capacity in the WCPO. In order to effectively make use of these existing resources a team needs to be formed to develop the training necessary to bring about a sustainable improvement in transshipment monitoring. This team will inevitably include officers from SPC and FFA currently involved in the PIRFO Training programme but may also include additional members such as Senior PIRFO programme managers, co-ordinators, trainers from accredited training institutions and external consultants depending on factors such as time constraints and budget availability. This team will need to undertake a series of steps to develop the required training.

Training Needs Analysis (TNA)

It is recognised that the PIRFO observers already have much of the knowledge and skills required to carry out monitoring of transshipment but it is important that a detailed analysis is carried out to identify all of the gaps between their current knowledge and skills and what will be required to raise their performance to the intended level. A 'possible agenda' for training was included in the *Standardised Monitoring Procedures for Longline Transshipments in WCPFC* and this will form a basis for the TNA for monitoring transshipment at sea. The TNA for the work involved in monitoring unloading and transshipment in port will have a lot of similarities due to the considerable overlap in required knowledge and skills for the two areas but a detailed analysis should still be conducted. If Deidre Brogan's recommendations related to a possible trial period for implementing new transshipment procedures are accepted, either fully or in part, this will provide further inputs into this TNA process.

As part of the TNA process it will also be important to identify potential training needs for the other positions including debriefers and trainers in the institutions who might be delivering the transshipment training packages. In the case of debriefers it is recognised that the gaps in their

knowledge may be relatively small but it will be important that those gaps are identified and addressed in the training design.

Inevitably as part of the analysis process the team will need to take into consideration the differences in training delivery capacity in the different member countries and the implications for development of different training designs. The options related to developing distance learning approaches may become more significant if, as a result of the on-going Corona virus pandemic, travel by trainers or participants continues to be restricted.

During the TNA the team will also need to liaise with key stakeholders such as WCPFC, SPC and DCC to make sure that any changes or impending changes related to monitoring requirements are built into the training design.

Training Objectives

Based on the TNA and the statements contained in the draft competency standards a comprehensive set of specific training objectives can be drawn up to cover all of the skills and knowledge that would be necessary for an individual to be able to monitor unloading or transshipment in port or at sea (or to debrief an individual who has undertaken a placement on a carrier vessel). These objectives will be the basis for the design of whatever training initiatives are subsequently produced.

Training Design

Given the very different needs, resources and situations of FFA members there will need to be a range of training design options which will provide different ways of achieving the training objectives. These options will inevitably contain many common elements in terms of content, learning materials, assessment tools etc. but to maximise the opportunities for uptake of training different designs should be produced. The training design options may for example include courses designed to just cover the skills and knowledge required for monitoring unloading and transshipment or cover all aspects of monitoring transshipment, in port or at sea. As mentioned above there might also be a need to design training with a greater element of distance learning content.

Training Materials and Resources

It is too early to make detailed comments about the materials and resources that will be required to support the training however there are some clear areas that will need to be addressed. One area of skills and knowledge that will require considerable attention relates to species identification when the fish are in frozen or processed state. Opportunities during training for participants to view the real thing will be very limited and so there is going to be a need to develop a range of visual materials as a substitute. During the fieldwork element of the other component of the project quite a lot of video footage was recorded during the transshipment operations and

there are also other sources of video and still photographs, however in order to make these into effective learning aids will require further work. Some of the other observer programmes have developed learning aid materials which might prove to be useful models , for example *MRAG & CapFish, IOTC-2018 -COC 15-04b A Summary of IOTC Regional Observer Programme during 2017* contains a photographic VMS guide showing images of all the current commonly used models to help observers to identify them. During the development of the training packages the need for other learning aids may become apparent and will need to be addressed.

The development of effective visual aids will require considerable investment both in time and money but in view of the constraints related to including practical experience in transshipment training and the potential benefits both for learning and assessment purposes should be seen as a vital element of the roll-out strategy.

Learning Unit Accreditation

It would be hoped that by completing a full training design process all of the features and requirements needed for accreditation of a transshipment micro-qualification (or two micro-qualifications if it is decided to separate monitoring in port and at sea) would be met , namely:

- Title
- Purpose statement
- Learning outcomes
- Credit value - based estimated learning hours
- Entry requirement
- Assessment details

This should form the basis for obtaining accreditation on the Pacific Register for Qualifications and Standards.

Implementation of Training

Once the agreed training designs have been developed they should be delivered on a trial basis by the training development team. Following the trial delivery the training should be evaluated and revised accordingly to produce a finalised design. The programme for on-going delivery of the transshipment training courses will depend on demand and availability of trainers qualified to deliver it. Although at this time it is not possible to accurately anticipate demand it would be prudent to develop a training of trainers programme to develop the capacity of PIRFO accredited training institutions to deliver transshipment monitoring training.

As acknowledged earlier in the report, debriefers may require some capacity building to improve their knowledge related to transshipment. This is unlikely to require a full training initiative and should be possible to address through the development of a set of guidelines on debriefing an observer following a placement on a carrier vessel. These should then be disseminated to all

debriefers in countries where they may have to undertake carrier placement debriefings and if felt appropriate followed up by workshops.

Annexes

Annex 1 Field work itinerary

Date	Location	Activity	Details
Tuesday 3rd March 2020	Auckland	Travel from Waiheke Island	Overnight in Auckland to catch early flight
Wednesday 4th March 2020	Honiara	Travel to Honiara Initial Meetings FFA <ul style="list-style-type: none"> ● Hugh Walton ● Allison Delvendiep 	QF120 Auckland - Brisbane QF379 Brisbane - Noumea Stay Solomon Mendana
Thursday 5th March 2020	Honiara	Meetings FFA <ul style="list-style-type: none"> ● Allison Delvendiep ● Philip Lens ● Bryan Scott 	Stay Solomon Mendana
Friday 6th March 2020	Honiara/ Brisbane	Final Meetings FFA <ul style="list-style-type: none"> ● Allison Delvendiep ● Hugh Walton Travel to Brisbane	IE 700 Honiara-Brisbane Stay Ibis Hotel, Brisbane Airport
Saturday 7th March	Noumea	Travel Brisbane - Noumea	QF 089 Brisbane-Noum Stay Nouvata Hotel, Noumea
Sunday 8th March	Noumea	Background reading	Stay Nouvata Hotel, Noumea

Monday 9th March	Noumea	Meetings SPC: <ul style="list-style-type: none">• Tim Park• Sifa Fukafuka	Stay Nouvata Hotel, Noumea
Tuesday 10th March	Noumea	Meetings SPC: <ul style="list-style-type: none">• Tim Park• Sifa Fukafuka	Stay Nouvata Hotel, Noumea
Wednesday 11th March		Travel New Caledonia - Auckland	NZ 783 Noumea - Auckland

Annex 2. List of Documents Reviewed

Blaha, Francisco (November 2019) An investigation of options for the use of Hook type crane scales for the standardisation of transshipment monitoring in WCPO Purse Seine fisheries
Brogan, Deidre (January 2020) Standardised Monitoring Procedures for Longline Transshipments in the WCPFC.
Campling,L.; Lewis A.; McCoy M. (2017) The Tuna Longline Industry in the Western and Central Pacific Ocean and its Market Dynamics
Carney, Grant (December 2016) PIRFO - Training Framework (Version 2)
Carney, Grant (January 2020) PIRFO - Training Framework (Version 3.1)
Fishy Business - How Transshipment at Sea Facilitates IUU Fishing Greenpeace International Report (March 2020)
ICCAT Observer Reports - www.iccat.int >Documents>Comply>transshipmentreports-current
MRAG & CapFish, IOTC-2018 -COC 15-04b A Summary of IOTC Regional Observer Programme during 2017,
MRAG & CapFish, ICCAT, IOTC and CCSBT Regional Observer Programme Manual (June 2019)
Quality Assurance in Higher Education and Training in Pacific Island Countries and Territories - SPC
PIRFO Certification and Training Policy Manual - August 2009

Annex *Terms of Reference*

The appointed consultant will provide:

1. A substantive report containing:
 - a. A summary report of the work and consultation taken to complete the drafting of the standards.
 - b. The draft standards proposed for adoption. These should be presented in the standardised format of the PIRFO standards framework and include the following:
 - Title
 - Functional area
 - List of prerequisites
 - Summary descriptor
 - Elements and performance criteria
 - Evidence guide
 - Required knowledge
 - Required skills
 - Critical aspects of competence
 - Method of assessment
 - Resources required for assessment
 - a. A suggested strategy to deliver a training programme in support of rollout of this standard in order to build a pool of trained observers for placement on all carrier vessels undertake transhipment, both for in port and at sea transhipment.
 - b. On completion of the draft report of the concurrent consultancy activity to develop the specific data fields, both for scientific and compliance purposes, a review of the draft training standards will be undertaken to ensure these standards fully take account of documentation and reporting requirements for the proposed data fields.

Indicative Input Timelines

- Site visits to SPC and FFA for consultation and possible holding of a 1 day workshop on the margins of another FFA/SPC meeting - up to 10 days including travel
- Home based drafting of standards and an associated review process and development of a suggested strategy for training delivery - up to 12 working days
- Final review of standards once the concurrent study is complete - up to 8 working days