



# PIRFO TRAINING FRAMEWORK



## ASSESSMENT GUIDELINES

Certificate 3 in Observer Operations (PIRFO)



Pacific  
Community  
Communauté  
du Pacifique



**FFA**  
PACIFIC ISLANDS  
FORUM FISHERIES  
AGENCY

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## CONTENTS

<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>4</b>
<b>MODIFICATION HISTORY .....</b>	<b>4</b>
<b>INTRODUCTION .....</b>	<b>5</b>
<b>QUALIFICATION PACKAGING RULES.....</b>	<b>6</b>
PIROBS316 Certificate 3 in Observer Operations (PIRFO) .....	6
Mapping process.....	8
<b>ASSESSMENT GUIDELINES .....</b>	<b>9</b>
Design of assessment .....	9
Evidence gathering methods .....	9
Workplace assessment considerations.....	9
Assessment in a simulated environment .....	10
Training and assessment in remote and regional areas.....	10
<b>EMPLOYABILITY SKILLS.....</b>	<b>11</b>
<b>ASSESSMENTS .....</b>	<b>12</b>
Overview .....	12
Group A – Safety Units.....	12
PIRFO Assessment Table .....	13

## ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
CMC	Certification Management Committee
GPS	Global Positioning System
HIV	Human Immunodeficiency Virus
PIRFO	Pacific Island Regional Fisheries Observer (programme)
RTO	Registered Training Organisation
SPC	The Pacific Community
STCW	Standards for Training, Certification & Watchkeeping
UTC	Coordinated Universal Time or Universal Time Coordinated

## MODIFICATION HISTORY

Version	Release Date	Comments
1	June 2019	Primary release

## INTRODUCTION

The PIRFO Training Framework Assessment Guidelines provides a range of information for PIRFO trainers in relation to assessment of the Certificate 3 in Observer Operations (PIRFO). It was compiled so that assessment of the qualification was as uniform as possible across the region and that assessment tools were similar. As regional training institutes other than the SPC Observer Training programme progressively take on delivery of the PIRFO qualifications it is critical that standards are maintained. Providing a suite of common assessments that can be used by all training providers will ensure that assessment is consistent regardless of where assessment is taking place.

The Guidelines document includes the qualification packaging rules for the observer qualification, mapping of the current standards (or units of competency) against the previous standards, general assessment guidelines, and employability skills. The final section provides assessment guidelines specifically related to the Certificate 3 in Observer Operations (PIRFO) with an overview, information on the safety unit component of the qualification and the all important PIRFO Assessment Table.

The assessments for the observer specific units of the qualification are made up of a combination of assessments that have been historically used by PIRFO trainers and assessors but updated to ensure relevance as well as new assessments that have been designed to fill any assessments gaps that have been identified. All assessments have been incorporated into a standardised assessment pro-form to ensure consistency in style and each assessment tool has been allocated a discrete number for easy identification.

The assessments are provided in a separate master folder, “*PIRFO Assessments*” that then contains five separate folders related to the various components of assessment. These folders are named as follows:

1. General – Written
2. PIROBS3.03C
3. PIROBS3.04C
4. PIROBS3.05C
5. Training and Assessment resources

The “General – Written” folder contains a holistic written assessment covering all the units of competency. The following three folders (2, 3 and 4) have a range of assessments related to the three separate observer specific standards (or units of competency) and the last folder contains any relevant training and assessment resources that an assessor might like to refer to assist in the assessment process.

Assessors should refer to the PIRFO Assessment Table and cross reference the performance criteria for each standard (or units of competency) with the applicable assessment tool. Once that is determined the assessor then accesses the relevant assessment tool from the “*PIRFO Assessments*” folder when preparing students for assessment.

## QUALIFICATION PACKAGING RULES

<p><b>PIROBS316 Certificate 3 in Observer Operations (PIRFO)</b></p>
<p><b>Credit profile</b></p> <p>This is a level 3 qualification and a person completing the mandatory GROUP A and GROUP B level 3 units required to attain the qualification will be awarded 43 credits. Credits that apply to each of the GROUP C level 3 endorsement units are available in the relevant unit in this PIRFO Training Framework document.</p>
<p><b>Descriptor</b></p> <p>This qualification provides the main entry point for individuals seeking a career as a fisheries observer in the fishing sector of the Western &amp; Central Pacific Ocean and contains the competencies required for employment as an observer by regional and national fisheries agencies.</p> <p>The person obtaining this qualification is entitled to work on a domestic or foreign fishing vessel. The vessel may use either pole &amp; line, long line or purse seine fishing gear and the observer will be endorsed for some or all gear types depending on the training that was undertaken. It may also entitle the observer to work on other vessels related to fishing operations as authorised by local authorities.</p>
<p><b>Job roles</b></p> <p>Individuals operating at this level undertake a broad range of observer duties independently aboard a commercial fishing vessel, which include:</p> <ul style="list-style-type: none"> <li>• Observing, recording and reporting fishing operations for compliance purposes</li> <li>• Estimating, measuring, collecting and recording catch for scientific purposes</li> <li>• Surveillance and monitoring of other activities in this fishing area</li> </ul> <p>Job title may include:</p> <ul style="list-style-type: none"> <li>• Fisheries Observer</li> <li>• Fisheries Officer</li> </ul>
<p><b>Pathway Information</b></p> <p><b><i>Pathways into the Qualification</i></b></p> <p>This qualification is an entry-level qualification, the trainee isn't required to have prior knowledge of fishing operations but must successfully complete PIRFO pre-course selection criteria. Candidates may have already completed the Port Sampler skill set.</p> <p><b><i>Pathways from the Qualification</i></b></p> <p>A person completing this qualification may also complete a number of endorsements that will allow the observer to specific tasks. These endorsements may allow the observer to undertake other roles related to the fishing industry.</p> <p>Pathways after this qualification, include:</p> <p>Any of the skill sets included in this PIRFO Training Framework</p> <p>Certificate 4 in Debriefing Operations (PIRFO)</p> <p>Certificate 4 in Training &amp; Assessing (PIRFO)</p> <p>Certificate 4 in Frontline Management (PIRFO)</p>

<b>Recognition Information</b>	
<p>The units in this qualification were recognised and endorsed by the Pacific Island Forum Fisheries Committee (FFC81) and managed by the PIRFO Certification Management Committee (CMC). Observer programmes and providers that require observers to complete the units and associated PIRFO qualification are recognised by Western &amp; Central Pacific Fisheries Commission Regional Observer Programme (ROP) as appropriate to provide observers to the ROP.</p>	
<b>Employability Skills</b>	
<p>The employability skills outlined in this Training Package document general skills required by employers and should be determined in conjunction with the required skills and knowledge for each unit of competency in this qualification.</p>	
<b>Packaging Rules</b>	
<b><i>Prerequisite Qualifications/Competencies</i></b>	
<p>There is no prerequisite qualification but must complete PIRFO pre-course selection criteria</p>	
<b>Competency Rules</b>	
<p>To be eligible to be awarded a <b>Certificate 3 in Observer Operations (PIRFO)</b> a person must complete all units from Group A Safety Units and Group B Observer Specific Units. A recognised Sea Safety certificate and First Aid certificate are aligned to units PIROBS3.01A and PIROBS3.02A and will meet the requirements of those units. Group C Endorsement Units are optional, usually undertaken by experienced observers and provide specialist endorsements to the Observer qualification.</p>	
<b>GROUP A Safety Units</b>	
PIROBS3.01C	Take emergency action on board a vessel
PIROBS3.02C	Administer first aid
<b>GROUP B Observer Specific Units</b>	
PIROBS3.03C	Work effectively and safely as an observer
PIROBS3.04C	Perform basic navigation and electronic communication
PIROBS3.05C	Perform Observer Duties
<b>GROUP C Endorsement Units</b>	
PIROBS3.06E	Carry out biological sampling of catch
PIROBS3.07E	Report electronically
PIROBS3.08E	Interpret electronic monitoring operations
PIROBS3.09E	Monitor and apply chain of custody processes and procedures
PIROBS3.10E	Transmit and receive information by marine radio or telephone

## Mapping process

As a result of an exhaustive review and upgrade process during 2016 involving senior PIRFO programme managers, coordinators and trainers & assessors working with the long term external PIRFO programme consultant the original twenty five observer standards were consolidated into five core (or mandatory) units with a further five observer endorsement units, which are completed according to individual need.

The following mapping table is provided as a useful guide for assessors to align assessments that may have been used with the previous units from the Certificate 3 in Observer Operations (PIRFO) prior to the 2016 review process when undertaking assessments with the current units.

<b>New observer core units</b>	<b>Alignment to old observer units</b>
PIROBS3.01C Take emergency action on board a vessel	PIRFO 3-1.02
PIROBS3.02C Administer first aid	PIRFO 3-1.03
PIROBS3.03C Work effectively and safely as an observer	PIRFO 3-1.01; PIRFO 3-3.01; PIRFO-5.01; PIRFO 3-6.01; PIRFO 3-8.01
PIROBS3.04C Perform basic navigation and electronic communication	PIRFO 3-4.01; PIRFO 3-4.02
PIROBS3.05C Perform Observer Duties	PIRFO 3-6.02; PIRFO 3-6.03; PIRFO 3-6.04; PIRFO 3-6.05; PIRFO 3-6.06; PIRFO 3-6.07; PIRFO 3-6.08; PIRFO 3-6.09; PIRFO 3-6.10; PIRFO 3-7.01; PIRFO 3-7.02; PIRFO 3-7.03; PIRFO 3-8.01
<b>New observer endorsement units</b>	<b>Alignment to old observer units</b>
PIROBS3.06E Carry out biological sampling of catch	PIRFO 3-6.05 (new code, enhanced and parts incorporated in the new unit PIROBS3.05C)
PIROBS3.07E Report electronically	PIRFO 3-6.12 (new code, no change)
PIROBS3.08E Interpret electronic monitoring operations	PIRFO 3-6.13 (new code, no change)
PIROBS3.09E Monitor and apply chain of custody processes and procedures	PIRFO 3-6.11 (new code, no change)
PIROBS3.10E – Transmit and receive information by marine radio or telephone	PIRFO 3-4.02 (new code, enhanced and aligned with regulatory radio qualification)



## ASSESSMENT GUIDELINES

### Design of assessment

The design of assessment needs to ensure that all aspects of competency are covered:

- Task skills (performance of individual tasks)
- Job/role environment skills (deals with the responsibilities and expectations of the workplace)
- Relevant underpinning knowledge

And where qualification levels require:

- Task management skills (managing a number of different tasks within the job)
- Contingency management skills (responding to problems, breakdowns and changes in routine).

### Evidence gathering methods

Evidence gathering methods must be gender and culturally inclusive and take into account the language, literacy and numeracy skills of both candidate and assessor. Assessors may consider:

- Incorporating a range of assessment techniques
- Integrating the assessment of units related to the performance of 'whole of work
- Tasks, roles or functions
- Using a holistic approach which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process
- Assessing in the workplace (wherever possible), using familiar skills and materials
- Eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
- Ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- Encouraging the candidate to ask questions to clarify instructions
- Providing clarification of purpose and process of assessment
- Considering cultural and gender issues when setting up the assessment

### Workplace assessment considerations

Where assessment is occurring in the workplace, assessors should consult on the assessment process with the parties involved. Candidates should be briefed on the process of making judgments against the standards and made to feel as relaxed as possible.

The assessment should take place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management. Third party reports of workplace performance, if available, are helpful for this.

Consider the other staff in the workplace likely to be affected by the process. All staff directly or indirectly involved in the process should be briefed on the factors that will impact on them, such as duration or changes in work routine.

Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption. Assessment resources for this Training Package should provide ways in which to address these matters.

## Assessment in a simulated environment

Where assessment is occurring out of the workplace, it is important to ensure that:

- The assessment takes place in a situation as close as possible to workplace reality
- All aspects of competency are assessed
- The assessment takes place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management (third party reports of workplace performance, if available, are helpful for this)
- Equipment, resources and documents used in assessment closely reflect workplace reality

It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. The simulation or assessment environment must provide opportunities to:

- Demonstrate use of required equipment and other resources
- Show the complexity of dealing with multiple tasks
- Reflect time pressures and deadlines
- Involve prioritising among competing tasks
- Deal with customers/clients, including difficult ones
- Work with others in a team
- Communicate with diverse groups
- Find, discuss and test solutions to problems
- Explore environmental sustainability issues
- Explore health and safety issues
- Answer practically-oriented, applied knowledge questions
- Show the level of verbal and written expression sufficient for, but not exceeding, the work requirements.

## Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- Lack of numbers preventing the establishment of traditional class sizes
- Physical remoteness of some communities, where access to training facilities is limited
- Scarcity of trainers with the required industry experience
- Scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- Partnerships between Registered Training Organisations (RTO) to establish classes, i.e. programs delivered on a regional rather than local basis
- Delivering certain units by distance mode
- Partnerships between industry and RTOs to share resources and personnel
- Partnerships between schools and RTOs
- Recruiting suitably qualified workplace supervisors to oversee instruction and assessment on the job
- Travelling to remote workplaces to provide instruction and assessment
- Use of technology (e.g. email, video demonstration, CDs and internet) and self-paced resources
- Use of block release delivery methodology.

## EMPLOYABILITY SKILLS

When analysing a unit of competency for training and assessment purposes an instructor must also consider the context of the employability skills within the unit. To demonstrate competence in a particular unit the candidate must address the required technical skills and knowledge for the unit as well as the relevant employability skills. For example the unit “Perform Observer Duties” has specific observer skills but the person may also need to communicate, problem solve and show initiative and enterprise if a particular activity isn’t going to plan.

Employability Skill	
Communication	<ul style="list-style-type: none"> <li>• Confirming instructions</li> <li>• Estimating the duration of tasks</li> <li>• Oral reporting of work activities and problems to a supervisor</li> <li>• Reading and interpreting instructions and work procedures</li> <li>• Recording and reporting data</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Contributing to participative OHS arrangements</li> <li>• Respecting people from diverse backgrounds</li> <li>• Sharing information relevant to work with co-workers</li> <li>• Undertaking duties in a positive manner to promote cooperation</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Assisting in solving problems</li> <li>• Recognising and resolving problems and conflicts that may arise in the workplace</li> <li>• Reporting problems to supervisor</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Identifying environmental, OHS, quality and food safety hazards</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Collecting and checking equipment before beginning work activities</li> <li>• Following safe work practices</li> <li>• Planning to complete work within an allocated timeframe</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Prioritising work</li> <li>• Seeking support to improve own performance</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Identifying own learning needs for future work requirements and career aspirations</li> <li>• Taking part in learning opportunities</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Using basic technology skills to record data</li> <li>• Using technology and related workplace equipment</li> </ul>

## ASSESSMENTS

### Overview

The assessments provided in these guidelines are a combination of practical assessments, scenario assessments and written assessments. Under the competency-based format of training and assessment, practical assessments or scenario assessments should be used wherever possible and designed to replicate what a trainee will be required to do as an observer.

It must be emphasised that the assessments provided are guides and can be altered, contextualised and improved according to circumstances such as the assessment environment, available resources and changes to the observer's role. Assessors should also be continually designing new or updated assessment plans to meet changes to curriculum content, observer job role requirements, new training resources and where experience demonstrates a different assessment methodology is more appropriate.

The practical and scenario assessments may be aligned to a single element of a unit of competency or may be a holistic assessment approach so as to capture competency across a range of related elements in different units. Suggested oral questions are often provided with the practical assessment check sheet and should be asked while the practical assessment is underway to see if a student understands “why” they are doing a particular task.

A written assessment is typically used to assess underpinning knowledge where practical assessment is not appropriate and will generally be a comprehensive written test covering a broad range of the knowledge components of the competencies. A written assessment can also be used when a lack of suitable resources or logistical limitations won't allow effective practical or scenario assessment. The questions can be a combination of multiple-choice questions, short answer questions and questions containing diagrams or pictures that require trainees to identify particular components such as fish, mammal and bird species.

Assessors should develop model answers and allocate marks to each question for written assessments to ensure consistency when different assessors mark the written papers. As a guide it would be anticipated that 1 (one) mark would be allocated to each multiple-choice question and the short answer questions and questions containing diagrams would be allocated between 3 and 10 (three and ten) marks, depending on the depth of the question and the marking weighting assessors believe is appropriate to the overall written assessment paper.

### Group A – Safety Units

All students must complete sea safety training to be awarded a Certificate 3 in Observer Operations (PIRFO) and be eligible to work on a fishing vessel as an observer. At a minimum this will be a five-day safety certificate such as the Elements of Shipboard Safety or the longer STCW safety training outlined in STCW Regulation IV/1. Completion of either of these courses will generally include delivery of first aid training by a specialist first aid training institute such as St. Johns or Red Cross and issuance of a Senior 1<sup>st</sup> Aid certificate by that institute.

Assessment plans for the Group A – Safety Units are therefore not included in this document, as the training will be provided by an accredited maritime training institute in conjunction with an accredited first aid training institute using their own assessment plans. PIRFO assessors will need to ensure that the sea safety training and the first aid training are accredited, meet the requirements of units *PIROBS3.01C Take emergency action on board a vessel* and *PIROBS3.02C Administer first aid* and sight the relevant accredited certificates issued to a student before signing off on these units in the student's training record.

## PIRFO Assessment Table

### Certificate 3 in Observer Operations (PIRFO)

To determine the assessment tool to use for a particular unit of competency and the embedded performance criteria, refer to the PIRFO Assessment Table and cross reference the performance criteria for each standard (or units of competency) with the applicable assessment tool. Once that is determined the assessor can then access the relevant assessment tool from the “*PIRFO Assessments*” folder and then the appropriate sub-folder. Many of the assessments are holistic and are designed to be used for a number of performance criteria and at times even across more than one unit of competency.

The assessment PIROBS3\_WRITTEN is a written assessment that covers all of the units from the Certificate 3 in Observer Operations (PIRFO) and is located in the sub-folder “General – Written”.

Performance criteria	Relevant assessments
PIROBS3.03C – Work effectively and safely as an observer	
Element: Prepare for an extended trip to sea	
1.1 Make arrangements to ensure personal relationships and finances and the security of personal possessions and property are maintained while at sea	Elements 1.1, 1.2, 1.3 Assessment PIROBS3.03C_1001
1.2 Ensure that personal health, recreation and comfort necessities and required quantities of observer duties related materials, tools and equipment necessary for the trip are available	
1.3 Identify the correct observer placement procedures	
Element: Maintain professional and ethical standards	
2.1 Follow the regional rights, roles and responsibilities of observers and applicable observer codes of conduct	Elements 2.1,2.2, 2.3, 2.4, 2.5 Assessment PIROBS3.03C_2001
2.2 Comply with the drugs and alcohol policies of observer codes of conduct and any specific vessel policies	
2.3 Maintain professional integrity, impartiality and confidentiality when undertaking observer duties	
2.4 Manage any situation that conflicts with a fisheries observer’s professional and ethical responsibilities	
2.5 Report any efforts to compromise the observer duties such as the offering of gifts or bribes, intimidation and any other conflicting situations	

Performance criteria	Relevant assessments
PIROBS3.03C – Work effectively and safely as an observer	
Element: Maintain effective human relationships	
3.1 Follow personal and work related hygiene practices 3.2 Manage the effects of tiredness, boredom and home sickness that may occur during extended trips to sea 3.3 Manage the causes, impacts and preventive measures related to HIV and AIDS and other common sexually transmitted infections	Elements 3.1, 3.2 Assessment PIROBS3.03C_2001  Element 3.3 Assessment PIROBS3.03C_1001
Element: Maintain effective human relationships	
4.1 Demonstrate an understanding of and tolerance for the different personalities and cultures that can exist amongst crew on a fishing vessel 4.2 Manage situations that may result in physical conflict	Elements 4.1, 4.2 Assessment PIROBS3.03C_1001
Element: Participate in life aboard a fishing vessel	
5.1 Engage in the day to day environment of a fishing vessel and a crew's role in the working day 5.2 Conform with the vessel hierarchy and chain of command that exists on a fishing vessel	Elements 5.1, 5.2 Assessment PIROBS3.03C_2001

Performance criteria	Relevant assessments
PIROBS3.03C – Work effectively and safely as an observer	
Element: Observe safe work practices	
6.1 Follow safe work practices at all times 6.2 Identify potential hazards associated with the vessel working environment and take all necessary action to eliminate or minimise those hazards 6.3 Wear appropriate clothing and personal protective equipment when working 6.4 Follow instructions outlined on material safety data sheets if exposed to dangerous goods 6.5 Take all necessary precautions prior to entering any enclosed spaces on a vessel	Elements 6.1, 6.2, 6.3, 6.4, 6.5 Assessment PIROBS3.03C_1001
PIROBS3.04C – Perform basic navigation and electronic communication	
Element: Obtain time and position and vessel heading from available navigation aids	
1.1 Define latitude and longitude and how they relate to a vessel's position 1.2 Obtain UTC and ship's time and date using available navigational aids and record in appropriate format 1.3 Obtain a latitude and longitude position and a vessel's heading from available navigational equipment such as a GPS and a compass and correctly plot on a chart 1.4 Compare the latitude and longitude position plotted on the chart with licence conditions and fisheries management boundaries	Elements 1.1, 1.2, 1.3, 1.4 PIROBS3.04C_1001 to PIROBS3.04C_1005

Performance criteria	Relevant assessments
PIROBS3.04C – Perform basic navigation and electronic communication	
Element: Plot a future position and calculate estimated time of arrival (ETA) for the vessel from available navigation aids	
2.1 Measure distance on a chart using the correct scale 2.2 Determine a predicted future position correctly using available navigational equipment and plot that position on a chart 2.3 Determine the estimated time of arrival at the predicted position using the formula related to speed, time and distance	Elements 2.1, 2.2, 2.3 PIROBS3.04C_1001 to PIROBS3.04C_1005
Element: Recognise common and emerging fishing and navigational aids and record their use on fishing and associated vessels	
3.1 Identify and describe the functions and use of electronic fishing and navigational aids 3.2 Record appropriate information of electronic fishing and navigational aids and instances of use 3.3 Identify and describe the functions and use of any emerging electronic fishing and navigational aids	Elements 3.1, 3.2, 3.3 PIROBS3.05C_4003A and 4003B
Element: Provide a report electronically and activate personal safety devices	
4.1 Report to the required agency using available electronic equipment according to communication protocols 4.2 Activate any personal safety and communication devices according to standard operating procedures	Elements 4.1, 4.2 PIROBS3.04C_4001



Performance criteria	Relevant assessments
PIROBS3.05C – Perform observer duties	
Element: Apply knowledge of fisheries monitoring and management within the Western & Central Pacific Ocean	
1.1 Understand to a level expected of an observer the main regional conventions and agreements relevant to fisheries in the Western & Central Pacific Ocean 1.2 Understand to a level expected of an observer the function of the major regional fisheries organisations administering fisheries observer programmes 1.3 Understand and apply knowledge of the role of an observer in fisheries management when undertaking observer duties	PIROBS3 _ WRITTEN
Element: Use and maintain equipment and recording tools used by a fisheries observer	
2.1 Calibrate where necessary equipment used to gather fishing related information and data 2.2 Conduct regular maintenance of equipment to ensure effective operation 2.3 Store equipment securely and safely 2.4 Check that all recording tools are the current versions	Elements 2.1, 2.2, 2.3 PIROBS3.05C_2001
Element: Operate and maintain communication equipment	
3.1 Communicate effectively with the observer programme provider using a range of communication equipment 3.2 Maintain personal communication equipment	Elements 3.1, 3.2 PIROBS3.04C_4001

Performance criteria	Relevant assessments
<b>PIROBS3.05C – Perform observer duties</b>	
<b>Element: Observe, monitor and document fishing activities</b>	
<p>4.1 Identify correctly fish and marine species using established species identification processes based on anatomical features</p> <p>4.2 Verify and record catch by species composition, location, volumetrics and measurements in accordance with agreed protocols</p> <p>4.3 Recognise and record species of special interest and any catch mitigation and handling methods of these species employed by the vessel</p> <p>4.4 Identify and record vessel configuration, fishing gear, fish finding equipment, fishing operations and their use and change over time</p> <p>4.5 Collect and document information pertaining to compliance with fishing regulations</p> <p>4.6 Observe and document other vessel and aircraft sightings and activities</p> <p>4.7 Observe and document all interactions between host vessel and any other vessel</p> <p>4.8 Observe and document pollution and environmental issues</p> <p>4.9 Sample catch in accordance with pre-determined biological sampling protocols</p> <p>4.10 Record and report relevant details of the landing of any tagged species</p>	<p>Elements 4.1, 4.2, 4.3 PIROBS3.05C_2001 PIROBS3.05C_4001A to PIROBS3.05C_4001O PIROBS3.05C_4002A, PIROBS3.05C_4002B</p> <p>Element 4.4 PIROBS3.05C_4003A, PIROBS3.05C_4003B Elements 4.5, 4.6, 4.7, 4.8 PIROBS3.05C_4004A, PIROBS3.05C_4004B</p> <p>Element 4.9 PIROBS3.05C_4002B, PIROBS3.05C_4005 Element 4.10 PIROBS3.05C_4006A, PIROBS3.05C_4006B</p>
<b>Element: Record and report observations and monitoring activities</b>	
<p>5.1 Keep a daily record of relevant activities, events and information in an observer trip journal</p> <p>5.2 Complete a Observer Trip Report</p> <p>5.3 Complete a vessel trip report summarising incidents and following recognised protocols</p> <p>5.4 Participate in official debriefing and reporting of completed trips on fishing vessels</p> <p>5.5 Participate in any investigative or legal proceedings as required</p>	<p>Elements 5.1, 5.2, 5.3 PIROBS3.05C_4004A, PIROBS3.05C_4004B PIROBS3.05C_5001</p> <p>Element 5.4</p>