

PURSE SEINE TRIP REPORT

SPC/FFA 2018

OBSERVER NAME OBSERVER PROGRAMME OBSERVER TRIP ID NUMBER VESSEL NAME

PORT OF DEPARTURE DATE OF DEPARTURE PORT OF ARRIVAL DATE OF ARRIVAL

1.0 BACKGROUND

Describe the primary and secondary objective of the trip and the reasons for covering this vessel. Name the placement officer (if none, name the person who sent you on the trip). Was enough time given to prepare for the trip? Was there a proper placement meeting between the Captain / Master, vessel owner/agent and observer? State if there were any problems with briefing, placement and boarding procedures.

Dashed lines for writing the background section of the report.

4.0 VESSEL AND CREW DETAILS

4.1 General Vessel Information

Record any other vessel characteristics you learn about that are not recorded on the PS-1 form (examples could include:; year built; vessel colour and markings; general state of the vessel - old, new, in good repair, badly maintained, etc.; etc.) If not able to get the length overall for the PS-1 form then record any other length that is available an explain what length this is – registered length, length between perpendiculars, or other. Also record the agents the vessel uses in different ports, if available. Explain why any data fields under vessel characteristics on form PS-1 were dashed and note down problems in understanding any vessel characteristic information.

4.2 Crew

Include any further remarks about the crew that has not been recorded on the PS-1 form (page 2). Did any crew or other persons leave or join the vessel during the trip? How experienced were the crew? Note any information about crew salaries, background, general experience, etc., discovered during the trip. Note if you were able to get any details of the officer’s qualifications/licence number tickets etc.

4.2.1 Training of Pacific Islands Nationals

Provide the full names and country of origin of all Pacific Island crew, if any, and briefly note their previous seamanship experience, training background and colleges, and future goals. Note any comments by Pacific Island crew on their treatment on board the vessel. Pacific Island countries and

dashed on form PS-1 and note any difficulties gathering any of the information. Record if you have any difficulties understanding the use of any of the equipment. NB was a safety check made at the start of the trip using the WCPFC Guidelines. If yes, describe how it was done. Were you given assistance (by a placement officer, Captain etc) or did you carry out the safety checks yourself.

4.6 Observations / Comments / Other Gear / Unusual Use of Gear

Use this section to continue any comments that are made at the bottom of the PS-1 form under the same heading. Write notes on anything special observed about this boat, its various equipment, its electronics, or its crew. Expand on the usage codes and make comments on any equipment that is not working, not used or is used in an unusual way. Describe any fishing gear or electronics that you believe is new or different; experienced observers should compare equipment with that seen on other purse seiners. Record the make, model, special characteristics, usage and anything you think is important about the new gear or electronics.

4.7 Waste Disposal System

Describe the waste disposal system on board. This includes all waste types; general waste, old or broken fishing gear, plastics, and any fish waste. Did the vessel have any equipment on board to

manage the waste – an incinerator, grinder etc. Report on the vessel’s general attitude to waste disposal. Are there any special procedures for disposing of fish offal (discards, fish bits...).

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5.0 FISHING STRATEGY

If possible mention the vessel’s planned strategy after it left port. Describe the fishing strategy employed by the vessel. How did it compare to other vessels that you have been on? Did the observer’s vessel cooperate with other vessels? Were floating objects (FADS and/or logs) or free schools being targeted? What was the vessel’s planned strategy after the vessel left port?

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5.1 Floating Object Schools

5.1.1 Floating Object Schools (FADS)

Explain the importance that FADs had during the trip. Describe the types of FADs, including the type and the materials that went into the make-up of the FADs. Were any anchored FADs visited? Had any FADs been destroyed by the host vessel or for the host vessel before this trip? If concentrating on FAD schools what tactics were used to find these FADS? Did your vessel use fish aggregating lights (from either a boat permanently set up as a light boat, or the catcher boat, speed boats, or other tender vessel?) Describe how FAD sets were carried out, mentioning the time of day the sets were made. If FADs were deployed mention the main area of deployment? Describe the role of radio buoys, GPS beacons and buoys with remote sensing sonars during FAD fishing. Describe your vessel’s FAD design if any.

Lined writing area consisting of multiple horizontal dashed lines for text entry.

5.1.2 Floating Object Schools (Natural logs or debris)

How many logs or debris were set on during the set? Explain the importance that logs had during the trip. Describe whether there were many baitfish seen around the logs when found. What tactics (if any) were used to find logs or debris? Describe how the log sets were carried out, mentioning the times of day the sets were made. If logs were found, mention the main area they were found in. Note if logs/debris were tied together previously, or whether the vessel tied them together. Also note if they had your vessel's or other vessels' beacons when found.

5.1.3 Floating Object Schools (Alive/dead whales or other animals)

Describe the type of animal and whether it was alive or dead. If alive was it released or did it die during or after the set. (If it was a species of special interest ensure GEN-2 vessel interaction or GEN-3 is filled out for each encounter.)

5.2 Free Schools

Did the vessel concentrate on free schools during the trip? What techniques were used to find free schools?

Where free schools feeding on baitfish, if possible try to identify or describe the type of baitfish. Did the vessel not set on some free schools because the size of the tuna in the schools was too small or because the estimated tonnage in the school was not worth a set?

5.3 Setting technique

Explain how sets were carried out. Were setting techniques different for floating object schools and free schools? How fast was the vessel able to close its net? What was the role of dye bombs, helicopters, speed boats, etc., during setting? Were there any major breakdowns or problems with the gear during setting?

5.4 Assistance from other vessels

5.4.1. Sets with other vessels

Were any sets made with the help of other vessels? Did your vessel or another vessel (not speed boats, tug boats or light boats, etc.) actively help to enclose or round up schools of tuna and drive them into nets of other vessels? Give full details of the names of any vessel involved in this practice with the dates and times of the occurrence. Mention if the technique was successful or not, and if your vessel or another purse-seine vessel caught fish using this technique.

5.4.2 Assistance from other vessels

Did your vessel get information from other vessels? If so, describe the role of the other vessels in finding schools of fish for your vessel. Some smaller vessels, which do not fish, but give fishing information to the fishing vessels, are referred to as ‘scouting vessels’ or ‘tender vessels’. Explain if this fishing method was used during the trip and how it helped the vessel obtain its catch.

5.5 Role of the helicopter

Was there a helicopter on board? Describe the role it played during the trip. How often did it fly? What was its main function? And how many other vessels did it service?

5.6 Fishing success by area

For each of the areas the observer’s vessel was fishing in; discuss the main reasons (if known) for high or low catch rates of the different tuna species.

5.7 Fishery Information Services

Report if on board computers in conjunction with satellite, email and/or internet, or other communication systems (such as FAX) are used to collect fishery information updates. Note, if possible, how regular the vessel received these reports. Report on the type of information being accessed by the vessel - e.g.: phytoplankton; sea-surface temperature; sea height; etc. Note names of websites or companies that are sending this information to the vessel.

7.0 ENVIRONMENTAL CONDITIONS

Generally describe the main weather conditions: average wind speed and direction; highest and lowest wind speeds encountered; predominant sea conditions (the range of swells- directions and size); sea surface temperature range; main currents - direction and strength (if available). Indicate if adverse conditions prevented fishing.

8.0 CATCH DETAILS

8.1 Retained Target Catch

Note the total amount of catch retained on the vessel for each target species. Indicate if retained catch tonnage was calculated using the prescribed formula or if retained catch tonnage is estimated using the observers eye estimates. Indicate if it was a combination of both methods. How difficult was it to estimate the total amount of each tuna species landed while you were doing your sampling. Note the difficulty (if any) on the assessment of how much of the larger yellowfin and bigeye (>75cm) were retained by the vessel. In particular pay attention to how much bigeye tuna was in the catch and whether the vessel recorded this as bigeye, or as yellowfin tuna.

Note if the target catch (tuna) was sorted in any way before it was put into the wells? Did the observer vessel transfer any tuna catch to/from another vessel? Note the name(s) of other vessel(s) and the amount(s) of any tuna that was transferred.

Were you able to get good estimates of bycatch landing? If not, what problems occurred? Did the crew help or hinder you with this work?

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8.4.1 *Logsheet Comparisons-Bycatch*

Were all/any of the bycatch species recorded on the logsheet? If so, were the records similar or very different to your observations? (A worksheet is available)

8.4.2 *Billfish*

Describe the catch for each species. State the code/name/ *scientific name* (MLS/Striped Marlin/*Tetrapturus audax*) for each billfish landed. Mention the number of each species landed, the general quality condition of these species when landed. Note whether they were discarded or retained and any processing that took place. Note if you do not have adequate identification manuals or sheets to properly ID these species.

8.4.3 *Sharks and Rays*

Describe the catch for each species. State the code/name/*scientific name* (FAL/silky shark/*Carcharhinus falciform*) for each shark landed. Record number of each species landed, the general condition of these species when landed, whether they were discarded or retained, and any processing that took place. Describe if there were high shark catches in a particular area. Especially note condition on landing of any manta rays and report how these species were handled and if they were returned to the water alive or dead. Note if you do not have adequate identification manuals or sheets to properly ID these species. Describe in detail whether any shark finning carried out during your trip. Pay particular attention to any OCS, FAL or whale sharks and report more on these under the species of special interest sections.

8.4.6 Species of special interest (SSI) - landed (see the GEN-2 list of species of special interest)

Write a brief and accurate description of every single species of special interest landed on deck. Explain in detail whether the SSI was sighted prior to start of set? Mention if the vessel alerted the observer about the SSI. Did the observer only find out about the SSI during sacking or brailing explain in detail. Summarise the interaction/treatment/release. State the code/name/scientific name (TUG/green turtle/*Chelonia mydas*) for each landed species. Were there any problems identifying the different species? Give a full description for each landed species, and its condition when landed. Note the treatment it received onboard and its condition when discarded or released. Do you, in your opinion, need further training for SSI identification and training in the latest accepted methods of handling these species? Pay particular attention to any Oceanic White Tip Sharks (OCS) or Silky Sharks (FAL).

Describe the treatment/handling of any SSI that landed on deck.

8.4.7 Species of special interest – interactions with vessel State the code/name/scientific name for any SSI that interacted with the vessel (e.g.: SSI were sighted swimming around the outer edge of the net; SSI were caught inside the seiners’ net but were not landed; etc). Was it possible to identify these species properly? If you have any doubts about the identification give a full description of the id features Report if the species was harmed in anyway during the interaction? Did the vessel make any attempt to assist any of these creatures to escape? Were the WCPFC handling guidelines for whale shark followed correctly. Pay particular attention to reporting on any oceanic white-tip sharks (OCS) or whale sharks (RHN). Were the WCPFC handling guidelines for whale sharks followed properly by the vessel? More notes can be written under paragraph 14.0 Vessel Trip Monitoring. Pay particular attention to any Oceanic White Tip Sharks (OCS) or Silky Sharks (FAL).

Describe the treatment/handling of any SSI that landed on deck

8.4.8 Species of special interest (S.S.I) – sightings

State the code/name/scientific name for any SSI that were sighted from the vessel but were not interacting directly with the vessel or its gear. How difficult was it to identify the species. What was the vessel doing when you sighted these SSI? Were there any problems identifying any of the SSI? If you have any doubts about the identification give a full description of the id features.

9.0 SAMPLING

9.1 Grab Sampling

Describe exactly how you carried out your normal (previously called random) sampling. How were fish collected from the brail? Did the crew try to help? Was it possible to get five fish from every brail? If not how did you recover the fish? What measuring instrument was used? Was it calibrated? If there were any calibration differences note them here.

9.2 Spill Sampling

Were you involved in spill sampling? Describe exactly how you carried out the sampling? Did you have any problems carrying out the spill sampling protocol? Mention if there were any problems with the bin or measuring device here. Do you have any recommendations for carrying out this sampling protocol?

9.3 Other Sampling

What other sampling protocols did you use? Describe any spill sampling that was carried out. Write more under special project if required. Explain each sampling protocol used and exactly how it was used. Most observers will use the “BA – bycatch all available species” sampling protocol during their trips. You should explain how this was carried out. If you were requested to do any other sampling by your Coordinator record exactly how this was carried out here.

Note if you used the new other sampling code ‘LB’ – live brail or ‘SS’ – Species of special interest.

10.0 OTHER PROJECTS -

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If asked to carry out any other special project name the project in the line above and describe the data collected for that project here. Examples of current “other projects” include turtle tagging, stomach sampling, biological sampling, tag seeding. Additional information can be written up at the end of this report.

11.0 WELL LOADINGS

Summarize in general the vessel’s well loading pattern and any fish transfers that happened between vessels during the trip. If the information is available describe the temperatures of wells. Note, if any wells were used to store extra fuel or water storage at the start of the trip. Mention if any wells were still full of fuel or water at the end of the trip. Describe the vessel’s procedures for retaining fish retained under the catch retention rules. Note which wells they were stored in. Were they kept in a special well? Were they refrigerated?

12.0 VESSEL'S OWN DATA COLLECTION

Use this section to comment on the data collected and recorded by the vessel. Mention who is primarily responsible for recording the data and when they record it (end of day, after each set, end of week, etc.) Note if the vessel does not record the catch on vessel logsheets, and instead waits until it gets back to port for the agent to fill out a logsheet for the vessel. What logsheets were used (i.e. language, version number, if it was a regional or/and other national type)? Were you given unhindered access to the vessel's logsheets and other vessel data collection records? Note whether or not the well numbers are filled in by the vessel on their logsheets, if they are, note if they reflect the real well numbers that catch was placed in.

13.0 GENERAL

General information picked up during the trip may be useful for understanding the development of the fishery or for improving observer life on board. (More space is available at the end.) *Examples below, but not limited to,*

13.1 Clarify, by giving more information, about to any advances you got or any expenses you are claiming.

13.2 Recommendations for observers (special problems or needs of observers on this or similar boats.)

13.3 Crew information (perhaps covering salaries, general experience and background.)

13.4 Medical and hygiene issues (medical problems for the observer or crew, if in the opinion of the observer the general state of the vessel was unhygienic.)

13.5 Photos (for any photos taken during the trip list the frame number and subject of the photo.)

13.6 Your headings (could include information on new markets or markets for new target species, new fishing strategies, new processing techniques, intelligence about other licensing arrangements your vessel and/or vessel fleet have, etc.

13.7 Gifts – Observers must report all gifts received by the vessel (small or large) in their trip report

13.9 Your Signature. – Report if you were asked to sign any vessel documents during the trip.



14.0 VESSEL TRIP MONITORING

Describe any problems, suspected infringements, alleged illegal activities encountered in monitoring the vessel. Note this may vary depending on whether the vessel is multilateral licensed vessels under a regional agreement (such as the US Treaty or the Federated States of Micronesia Arrangement) or whether it is bilaterally licensed in a member countries waters. If any infringement is suspected, collect as much evidence as possible, providing it can be collected/recorded without undue risk. Evidence could include photos, original documents, copies of documents, etc. You are under no obligation to let the Captain know these observations have been made, however if you do wish to discuss the matter with the captain make sure that your safety will not be jeopardy. If the violation is considered to be deliberate, it is advisable to say nothing; if possible without putting yourself in danger record what you can in your diary or other notebook and then give a detailed report on what was seen when back in port. If it seems that a misunderstanding led to the alleged infringement and you feel talking to the captain about the alleged infringement will be helpful and safe, then discuss the matter and note the response and, as soon as possible, write up the conversation in the observer diary. (This is only recommended in the case of minor infringements)

Most infringements whether accidental or deliberate are still infringements and will be dealt with in the same manner. The observer on board is in the best position to judge the mood and personality of the captain and crew. Whatever occurs, write a full report and record as much information on the incident as possible, both here and in the observer diary. Include the full name of people involved, positions, times and dates. Also note the relevant diary page numbers here. As a quick indicator whether a vessel has committed or not committed an alleged infringement make sure the GEN-3 Form is filled out properly for the trip. If an infringement is noted on GEN-3 use this area to describe in detail the alleged infringement under the relevant titles, if more area is required record it at the end of this report. Ensure you indicate the particular reference from the Form Gen-3

**NEW FOR 2014: WE HAVE REMOVED THE SECTION TITLES TO SAVE SPACE.
IT IS STILL VERY IMPORTANT THAT YOU MAKE A FULL CLEAR REPORT ON ALL INFRINGEMENTS, AS INDICATED BY THE GEN-3 FORM. ENSURE THERE IS A FULL REPORT FOR ANY BOX TICKED YES ON THE GEN-3 FORM.
START ALL INFRINGEMENT REPORTS BY RE-WRITING THE INFRINGEMENT REFERENCE NUMBER FROM THE GEN-3 FORM, THE DATES IT OCCURRED AND YOUR JOURNAL PAGE NUMBER WHERE THE INCIDENT IS REPORTED.**

EXAMPLE: "SS-a) Fail to monitor international safety frequencies: 20th, 21st, 22nd March, 6th, 9th, 10th April. Journal pages 15, 16, 17, 25, 26 and 27".

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- START EACH INFRINGEMENT REPORT WITH THE FULL GEN-3 REFERENCE; THE DATES IT OCCURRED, AND YOUR JOURNAL NUMBER -

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START EACH INFRINGEMENT REPORT WITH THE FULL GEN-3 REFERENCE; THE DATES IT OCCURRED, AND YOUR JOURNAL NUMBER -

Dashed lines for writing.

A series of horizontal dashed lines for writing, consisting of 32 lines.
