

## PIRFO Draft Competency Standards

<b>PIRFO 3 - 6.06</b>		<b>Recognition of 'species of special interest' and understanding of 'mitigation'</b>
<p><b>Prerequisites:</b></p> <p><b>Descriptor</b></p> <p>This module requires candidates to use an established species identification process based on anatomical features to correctly identify "species of special interest".</p> <p>They are required to be aware of levels of vulnerability; the species groups that are likely to interact with tuna fisheries; and mitigation with respect to limiting the impacts of fishing operations on species of special interest shall be understood.</p> <p>Note: "Species of interest" refers to species of turtles; marine mammals (including dolphins and whales); whale sharks; and seabirds</p>		
<b>Competency Element</b>		<b>Performance Criteria</b>
<b>1. Species of Special Interest</b>	<p>1.1 The meaning of species of special interest is described</p> <p>1.2 The meaning of vulnerability is given.</p> <p>1.3 A knowledge of the defined levels of vulnerability is described</p>	
<b>2. Outline the species of special interest that interact with the Pacific tuna fisheries</b>	<p>2.1 The groups of species of special interest that interact with each Pacific tuna fisheries are described</p> <p>2.2 Areas of vulnerability of these groups of species of special interest with respect to common tuna fishing methods are described</p> <p>2.3 Examples of the potential impacts of fisheries on species of special interest, in terms of public perception, are given</p>	
<b>3. Understand mitigation</b>	<p>3.1 The meaning of mitigation in relation to species of special interest is described</p> <p>3.2 Possible mechanisms for mitigation of impacts of fishing on target species are discussed</p> <p>3.3 Possible mechanisms for mitigation of impacts of fishing on species of special interest are discussed</p>	
<b>4. Understand the purpose of monitoring mitigation measures</b>	<p>4.1 Reasons for the adoption of monitoring and mitigation methods are outlined</p>	
<b>5. Reporting interactions with species of special interest</b>	<p>5.1 Vessel interactions with species of special interest and correctly recorded in the format provided by national and regional fisheries agencies</p> <p>5.2 Aware that species of special interest interactions are also recorded in the observer's journal and the Observer Trip Report</p>	

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**Evidence and Assessment Guide**

<p><b>Context and Method of assessment</b></p> <p>Assessment is to be conducted at the workplace or in a simulated workplace environment. The following assessment methods are suggested:</p> <ul style="list-style-type: none"> <li>• written or oral short answer testing</li> <li>• practical exercises</li> <li>• project work</li> <li>• observation of practical demonstration.</li> </ul> <p>Resources for assessment may include:</p> <ul style="list-style-type: none"> <li>• Form GEN 2</li> <li>• Species identification booklets</li> </ul>	
<p><b>Underpinning knowledge</b></p> <p>This unit requires the Observer to understand that there are recognised species of special interest A candidate needs to be able to identify examples of these species using the identification guide provided by regional fisheries agencies.</p>	
<b>Competency Element</b>	<b>Evidence Guide</b>
<b>1. Species of Special Interest</b>	<p>Candidates can describe species of special interest as being non-target species in commercial fisheries that can be accidentally landed in the course of fishing operations. Vulnerability is described in terms of these species being susceptible to accidental landing, primarily as a result of hunting for food or accidentally interacting with a fishing vessel.</p>
<b>2. Outline the species of special interest that interact with the Pacific tuna fisheries</b>	<p>The outline covers turtles, whales, dolphins and sea birds. Candidates are not expected to immediately identify individual species but should be able to use identification guides to correctly identify the species in question.</p> <p>Candidates should also be able to cite the most common interactions in each type of fishery (i.e.; the vulnerability of turtles to accidental hooking in the longline fishery or the potential vulnerability of dolphins to accidental encirclement in purse seine nets.</p> <p>The potential negative impacts of interactions with species of special interest in relation to public impression and species of special interest with respect to Pacific tuna gear types are listed and include challenges from environmental lobby groups and potential public boycott of products.</p>

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<b>3. Understand mitigation</b>	Candidates should be able to outline the main mitigation methods used in purse seine and long line fishing. Particular reference should be given to mitigation of interactions between turtles and longline fishing vessels and the accepted practice of de-hooking turtles.
<b>4. Understand the purpose of monitoring mitigation measures</b>	Candidates should outline the purpose of mitigation in relation to species conservation (avoiding interaction) and public perception (being proactive to solve interaction problems)
<b>5. Reporting interactions with species of special interest</b>	Given a simulated interaction with a species of special interest, candidates should demonstrate an ability to correctly record it using templates provided by regional fisheries agencies and also document the interaction in their observer journal.  Currently (2009) the template is identified as GEN 2
<p><b>Practical skills</b></p> <p>Candidates must be able to use species identification guides to correctly identify species of special interest and correctly complete templates provided by regional fisheries agencies. Currently (2009) that template is referred to as GEN 2.</p> <p>Literacy skills used for:</p> <ul style="list-style-type: none"> <li>• Referencing identification guides</li> <li>• writing observations and completing journal entries and forms</li> </ul>	
<p><b>Critical aspects of evidence</b></p> <p>Assessment must confirm the ability to correctly identify species of special interest and document interactions on form GEN 2. Strategies to avoid and mitigate interactions should be clearly stated.</p>	